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This interim report presents operational and evaluational concepts and results and plans of the Teacher Corps from 1966 to 1968 in five sections. Section 1 capsules the objectives of the program: to broaden programs of teacher preparation and to strengthen educational opportunities for disadvantaged youth. The Teacher Corps program is overviewed in the second section with information on the inception and funding of the program: the program's first interns and their problems: the structure of the training programs, including their setting, their involvement in the community, their participants' roles, and their cirriculum relevance: and the future role of the Teacher Corps. Section 3 presents results of an evaluation of the first two-year cycle: an examination of the reasons for the high attrition rate of both interns and their instructors, and the results of an evaluative questionnaire (which dealt with characteristics of the respondents, professional relationships, and satisfaction with the program and its design) completed by both interns and their instructors. Conclusions and recommendations for the future which were suggested by the results of the evaluations are presented in section 4, and the problems involved in setting up an overall program evaluation system are presented in section 5, including the development of a detailed Teacher Corps systems model designed to provide a conceptual model for the evaluation system. (SM)

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TEACHER CORPS

TWO YEARS OF PROGRESS AND PLANS FOR THE FUTURE

Prepared under a contract from the
Office of Education
by

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Sections I and II of this report were prepared by the Teacher Corps. All data used were collected, tabulated, and made available by the Teacher Corps. Analyses, interpretations, and presentations of results were made by the Educational Research and Evaluation Unit of the Washington School of Psychiatry. Conclusions drawn do not necessarily represent the official view of the U.S. Office of Education.

TABLE OF CONTENTS

		Page
	Preface	iii
	Summary	v
I.	Objectives of the Program	1
II.	The Program	3
III.	Some Results of Evaluation of the First Teacher Corps Program	11
IV.	Conclusions and Recommendations	36
V.	Evaluation Plans and Work in Progress	39

PREFACE

The Educational Research and Evaluation Unit of the Washington School of Psychiatry has been under contract to the Teacher Corps to help develop an evaluation system for the program and to design a follow-up study of graduating interns. This is an interim report of progress to date. It contains a statement of program objectives, a description of the program, some results of evaluation undertaken by the Teacher Corps Research and Evaluation Office, major conclusions and recommendations, and a proposed Teacher Corps systems model designed to guide program evaluation. Work in progress and further evaluation plans are described.

While the report is the responsibility of the Washington School of Psychiatry, it is the product of the efforts of a number of people. In the Teacher Corps, particular thanks are due to Mrs. Lucy Conboy and her Research and Evaluation staff: Mr. Ernest Garcia, Mr. Stephen Holowenzak, and Miss Mary Williamson. The Research and Evaluation Office had collected data on drop-outs and end-of-program evaluation. The staff accomplished under severe pressures of time the huge and demanding job of carefully tallying and cumulating the data reported here. We are also most grateful to Mr. William J. Spring, Mrs. Rosemarie Brooks, and her assistant, Mrs. Jana Johnson, of the Teacher Corps Community Affairs Branch for writing Section II of this report. We are also appreciative of the time and effort spent by many Teacher Corps officials and staff members in the preparation of Section I of this report, and in their critical review of the overall report. Dr. Derek N. Nunney, Chief of the Programs Branch, and the U.S.O.E. Project Officer for this study, and his deputy, Miss Margaret A. Chambers, have been extremely helpful throughout with support and guidance. We should also like to thank Mr. Richard A. Graham, Director of the Teacher Corps, and Mr. Lawrence Williams, Deputy Director, for their generous advice, cooperation, and participation, and for their patience. In the Education Research and Evaluation Unit of the Washington

School of Psychiatry, special thanks are due to Dr. Ruth Ann O'Keefe for her manifold contributions to the study from its inception, and to Miss Margaret Mattis, Mrs. Elizabeth Goldfinger. and Miss Virginia Day.

The Resource Management Corporation of Bethesda, Maryland, did a study of the applications of cost-benefit analysis that has provided much supporting background material for the evaluation approach described here, although their work is not included as such in this report.

Several members of the educational research community have freely given of their time and knowledge to discuss evaluation. While their ideas and suggestions have yet to be put to full use, we should like to take this opportunity to thank Dr. Edward A. Bantel, Oakland University; Dr. Joseph E. Hill, President, Oakland Community College; Dr. Jacob S. Kounin, Wayne State University; and Dr. Robert M.W. Travers, Western Michigan University. They, of course, bear no responsibility for what has been done with their suggestions or for the contents of this report. They have not specifically endorsed the evaluation approach proposed here, nor were they asked to do so.

Finally, we should like to thank Studio 20 of Middletown, Maryland, for its excellent work in the design of the graphics and the production of the report.

H. Russell Cort, Jr., Ph.D.

SUMMARY

The Teacher Corps is now starting its third year of operation. More than 600 interns and 150 experienced teachers who entered the first Teacher Corps program or cycle in 1966 have been graduated. Over 750 interns and 130 team leaders are starting the final year of the second cycle. More than 1,000 new interns and team leaders are already in training in the beginning third cycle.

This publication is a brief report on the Teacher Corps to date. The emphasis is on evaluation, past and future. Much of the material presented is drawn from the activities and experience of the first cycle--1966-1968.

Overall, this interim report is intended to acquaint a wide audience of readers with operational and evaluational concepts, results and plans of the Teacher Corps in a brief, non-technical form.

Significant Results and Recommendations

Recruiting Capacity

- Over 20,000 applicants have been attracted to Teacher Corps since its inception.
- Over 200 colleges and universities, and many more school districts, want to participate.

First-Cycle Outputs

(based on data from 380 to 384 graduating first-cycle interns)

- 87 percent of reporting first-cycle interns expect or have received advanced degrees.
- Over 86 percent of reporting first-cycle interns are going into the education profession.
- 51 percent of reporting interns going into education will be teaching in the school district in which they trained.
- Over 68 percent of reporting interns had made visits to the homes of children.
- Over 20 percent of reporting interns had helped to start new community services.
- Nearly 50 percent of first-cycle interns were men.
- Over 30 percent of first-cycle interns were from minority groups.

Separations

- Enrollees with low Graduate Record Examination verbal scores tended to leave the program.
- Men tended to leave because of concern over funding and finances and women tended to leave because of academic difficulties.
- Most interns who left the program went into education or related activities (such as poverty programs and social service work).

Team Training Approach

- This should be continued, with improvement in definition of its purposes and functions, and in preparation of participants.

Community Service Aspect

- The purpose of this aspect, its relationship to teaching, and its methods of implementation need to be clarified.

Internship

- Two years is too long for some interns; selection criteria and program designs need some reviewing.

Evaluation

- An evaluation system applicable to local programs and to the national program is needed. Cost-effectiveness or cost-benefit relationships at both levels should be evaluated. Objectives of the program have been defined and a conceptual framework for such a system has been proposed. Implementation is in process.

Overall Teacher Corps Program

- Accomplishments have been manifold and many early difficulties overcome.

The Teacher Corps Program

The Teacher Corps consists primarily of a number of locally planned, controlled, and operated programs, usually directed by a faculty member of a university or college and a public school coordinator. Interns who enroll in a program for two years are trained and grouped in teams under the leadership of an experienced

teacher (called a team leader). Interns are typically recent college graduates who have not previously prepared for a career in education. The teams, usually five or six interns and a team leader, are employed by participating elementary or secondary schools to assist regular faculty with the education of children. This service also provides a key part of the interns' training as teachers of disadvantaged children. Other components of the interns' training are course work with the college or university (usually applied towards an advanced degree and certification) and community service work with parents and community served by the participating schools. In the course of the program interns and team leaders have provided a wide variety of services to schools and communities, including the introduction of new curricula, methods, and materials.

I. OBJECTIVES OF THE PROGRAM*

The Teacher Corps program has defined its major and subordinate objectives as follows:

BROADEN PROGRAMS OF TEACHER PREPARATION

Recruitment and Retention	To expand the manpower pool for education of disadvantaged children by recruiting, training, and retaining qualified persons who may not otherwise have entered the education profession.
School-College Coordination	To encourage colleges and universities, schools and State Departments of Education to work together in providing for effective training and utilization of teachers.
Functional Internship	To generate more relevant preparation for teachers of the disadvantaged through an internship of coordinated study and practical experience in schools and community.
Teacher Training Innovation	To encourage institutional change resulting in the development, acceptance, and implementation of effective techniques for teacher training.
Dissemination of Training Results	To create broader professional and public understanding of teacher training goals and how Teacher Corps is meeting them.

STRENGTHEN EDUCATIONAL OPPORTUNITIES FOR CHILDREN OF LOW-INCOME FAMILIES

Educational Opportunity	To stimulate learning in disadvantaged children.
Innovative Curriculum and Instruction	To advance institutional development, acceptance, and implementation of effective curriculum and instructional innovation for the disadvantaged.
Service to Disadvantaged	To provide service to schools having concentrations of children from low-income families by furnishing supplementary teaching teams to work with and assist children and faculty.
Community-School Partnership	To establish or expand links between school, home, and community through activities that heighten Corpsman's understanding and identification with the community and children he is attempting to reach, and enrich educational experiences of the children themselves.

*This section was prepared for this report by the Teacher Corps.

The Teacher Corps is a program designed to recruit college upper classmen or graduates and train them within a two-year period as teachers in disadvantaged schools. It was created by Title V-B of the Higher Education Act of 1965, "to strengthen the educational opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation...." On June 29, 1967, it was amended and extended for three years by the Educational Professions Development Act of 1967.

These purposes have been interpreted by the program objectives stated above.

II. THE PROGRAM*

Overview

In his message to Congress February 5, 1968, President Johnson described the intent and purpose of the Teacher Corps when he said, "Through the Teacher Corps, a bright and eager college graduate is attracted to teaching and his talents are focused where the need is greatest."

This intent had been embodied in legislation proposed by Senator Gaylord Nelson (D-Wisc.) and Senator Edward Kennedy (D-Mass.) during the Spring of 1965. Senator Nelson's plan to recruit college graduates to work in teams during a two-year teaching internship in deprived schools was merged with Senator Kennedy's idea to have experienced teachers assist the regular teaching staff in rural and urban areas.

In July 1965, the President called for the passage of legislation which would blend both the Nelson and the Kennedy concepts into law as a part of the Higher Education Act of 1965 (P. L. 89-329). On November 8, 1965, the Teacher Corps was born.

The purposes of the Teacher Corps are, as stated in the legislation, twofold:

(1) "To strengthen the education opportunities available to children in areas having concentrations of low-income families, and

(2) To encourage colleges and universities to broaden their programs of teacher preparation."

To accomplish these goals the Teacher Corps recruits primarily noneducation majors interested in teaching as a career. Experienced teachers, who serve as team leaders, are recruited at the local level; contracts are made with universities for program costs, and with school districts to pay the salaries of teacher-interns and team leaders. As members of a locally-controlled program geared to meet

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* This section was prepared for this report by the Teacher Corps.

teacher shortages, interns and team leaders are subject to school district regulations concerning assignment, termination, and dismissal.

With the aid of a supplemental appropriation just before the end of the 1966 fiscal year, 1,600 interns and team leaders began their Pre-Service training. The concept became a reality.

The average intern selected for the first program or cycle was 23-years-old, though 16 percent were over 30-years-old. In this latter group were housewives, retired military persons, and businessmen seeking an opportunity for direct social service to meet an educational crisis. The majority of the interns, most of whom had academic majors, had maintained a grade point average of 3.0 or more in college. Of those interns selected, 30 percent were Negro; and 3 percent were Spanish-speaking Americans, American Indians, and Japanese.

The majority of the interns in the first program were assigned to train in elementary and junior high school. Moreover, 48 percent of all interns were men. Thus, the Teacher Corps not only focused its training at the level of greatest need, but also succeeded in attracting male teachers to an age group of students that has the most need for male identification.

The experienced teacher-team leaders recruited in the first program, were on the average 36-years-old, with 8 years of teaching experience in neglected urban and poverty areas. Like the intern group, 48 percent of the experienced team leaders were men. In addition to their years of classroom experience, 68 percent held a Master's degree.

Funding during the first year was enough to enroll 1,600 Corps members in 50 local Teacher Corps programs. Fiscal limitations held enrollment the second year to 1,150.

In addition to a restricted budget, the Corps faced opposition during 1967 from Congressional critics, who feared that the Teacher Corps was a threat to local control of education. Some changes were introduced in a new authorizing statute. The Teacher Corps' life was extended for three years in the Education Professions

Development Act of 1967 (P. L. 90-35). Another change that was incorporated in this statute extended the local control of the Corps by granting to universities and local school districts authority to recruit, select, and enroll interns and experienced teacher-team leaders with technical assistance to be provided by the Office of Education. The word "National" was also deleted from the name of the Corps at this time. Local school districts were required to pay at least 10 percent of the Corps members' salaries, which in the case of the interns was changed from the lowest salary for beginning teachers in that district, to a standard salary of $75.00 per week. Other changes allowed undergraduates who had reached their junior year to be enrolled in the Teacher Corps, and required that programs be granted on a state quota system based on school population rather than percentage of lower-income children. Since the Corps had been locally administered from the beginning, with schools and universities as final selectors, these amendments did not greatly affect the actual operation of local programs.

Most local programs have chosen to select team leaders from among outstanding teachers in participating school districts. Many local program officials do request intern applications from the national pool, as well as recruiting interns locally, because they realize the value to be gained by the students when the teaching staff reflects both local and national input.

The attrition rate among the first 1,600 Corps members was high due largely to a succession of financial crises during the 1966-67 school year. In September 1966, when Pre-Service training was completed, funds had not yet been appropriated for In-Service Training. Corps members finally entered schools in November. Again in May 1967 a crisis was felt when the program lacked Congressional authority to continue. Authority was not granted until June 28, 1967, which brought program planning to a standstill that spring. And some Corps members completing the first year felt they had to look for jobs elsewhere because the Corps could not make a commitment for two years. During these periods of uncertainty, the interns were at various times without salaries. All of these factors contributed to a sense of insecurity about the status of the program that was keenly felt by local participants. Fortunately, this has changed to a certain degree, and is reflected in lower attrition rates. The first year attrition rate among the group of Teacher Corps interns who

started in the summer of 1967 was only 10 percent, compared to nearly 50 percent for the previous year's first group of Corpsmen. The June 1967 group experienced none of the fiscal uncertainty of that first group.

A Look at the Programs

The history of Teacher Corps has been one of creating models for training appropriate to each unique situation. From the beginning, Teacher Corps programs have been located in urban Negro and white areas and rural Appalachia, as well as on Indian reservations and with migrant and Spanish-speaking populations. Although all programs have certain features in common, there is no one Teacher Corps program that will meet the needs of every child from all cultural and economic backgrounds. The diversity of local programs is based on the premise that teachers in training must understand the unique nature of the social and cultural community of the children they teach. They must be able to utilize the community's positive aspects and values in order to offer the child a relevant education.

Part of the excitement of the Teacher Corps during the first years has been the interchange between programs, the evaluation of teaching techniques, the growing flexibility and experimentation in the design of courses and the Master's program (and field work) at the university level. Much of the effort of the national staff has been to disseminate and share successful innovative techniques that have become workable at the local level.

Diversity of teaching techniques notwithstanding, Teacher Corps training programs have a common structure. Local programs designed and funded as two year cycles are jointly operated by the university in conjunction with one or more local school systems that serve large numbers of disadvantaged and poorly educated children. Each program is administered by a program director, usually from the university staff, and a school program coordinator from the local school system.

The Teacher Corps program begins with an intensive Pre-Service training and orientation both for interns and experienced team leaders before the teams begin

working in local schools. Pre-Service, a self-contained institute to prepare the intern for teaching, varies from 8 to 13 weeks. During this period the intern is given necessary teaching skills and knowledge of the dynamics of low-income communities. Local superintendents, principals, regular teachers, and community leaders are added to the university instructional staff during Pre-Service. Throughout Pre-Service, prospective Corps members evaluate their own progress and are evaluated by each other and by the program staff. Final selection of Corps members, both interns and team leaders, is made at the end of the Pre-Service training.

After successful completion of Pre-Service, Teacher Corps members become professional employees of the local schools which have selected them. They receive salaries for their services during the school year. The In-Service program is tripartite: college or university study toward certification and a degree, service in low-income area schools, and community service to the low-income families and their children in these neighborhoods. During In-Service training, a Teacher Corps intern typically progresses from tutorial and small group instruction to larger group instruction to team teaching and, toward the end of the second year when he has exhibited the competency to do so, to solo classroom teaching. At no time is the intern supposed to replace or supplant the regular teacher.

The role of the team leader, who is a combination master teacher, supervisor, counsellor, methods instructor, intervener with local administration, and guide to the community, is new to many school districts. Most local school districts that have had Teacher Corps teams feel that the team approach is valid. It produces a success-oriented intern who feels secure teaching in the urban ghettoes or in the rural poverty areas.

The university studies are intended to be closely related to the interns' work and experiences in the schools. Programs offer a "core of courses" for interns that focus on the disadvantaged child. Increasingly, the courses have become interdisciplinary in planning and staffing, and are problem-oriented. A survey of the programs in late 1967 indicated that over 80 percent of the programs have developed special courses and procedures for training Teacher Corps members.

Many universities, pressured by their students' demands for more relevant courses, have adopted Teacher Corps curricula for the education series within the regular university program.

A significant place in the training process is given to community involvement. Teacher Corps is a program to train teachers who will be aware of the needs and strengths of the poor urban and rural child, and be able to see him as a potentially successful human being rather than as a school failure. No teacher should claim to "know" a child without knowing about his community and his family. The Teacher Corps has found that community insight must be deliberately provided for the teacher who does not come from the cultural community in which he plans to teach. Such knowledge cannot be casually acquired.

To develop cultural understanding and a positive attitude toward poor rural and inner city children, Corps members are released from school and university requirements on a regular basis in order to visit parents, and to work in community programs related to education. Community involvement, then, is both a "field course" extending the university training and a means of service to the community. It also helps increase the understanding and participation of parents in affairs of school.

Table 1 shows the colleges and universities where Teacher Corps programs have been located or are starting.

A Look Into the Future

A young program, the Teacher Corps has become a symbol of hope for America's poor children and their parents, and for hard pressed school administrators.

Teacher Corps recruitment has focused on the manpower needs of the teaching community. As a result, the program has attracted more capable, more dedicated potential teachers who have developed special skills to reach and teach children in low-income communities. Over 20,000 applicants have been attracted to the Teacher Corps since its inception and the Corps has been faced with the unhappy task of turning

	Cycle 1 1966-1968	Cycle 2 1967-1969	Cycle 3 1968-1970
ALABAMA			
Livingston State College			X
ARIZONA			
Arizona State University	X[b]		
Northern Arizona University			X
ARKANSAS			
State College of Arkansas	X	X	X[c]
CALIFORNIA			
San Diego State College	X	X	
San Jose State College	X[b]	X	
University of Southern California	X	X	X
California State College (LA)	X[a]		
University of Pacific			X
San Francisco State College			X[c]
DISTRICT OF COLUMBIA			
Antioch College	X[b]		
The Catholic University of America	X[b]	X	
Trinity College	X		
FLORIDA			
University of Miami	X	X	X
GEORGIA			
University of Georgia	X	X	X[c]
HAWAII			
University of Hawaii	X[b]	X	
ILLINOIS			
Chicago Consortium	X	X	X
Southern Illinois University	X		X[c]
INDIANA			
Indiana State University	X	X	
IOWA			
Drake University			X
KENTUCKY			
Morehead State University	X		
University of Kentucky	X	X	
Western Kentucky University	X[b]		X
LOUISIANA			
Xavier University	X		X
MASSACHUSETTS			
Boston College	X		X
Springfield College	X	X	
MICHIGAN			
Wayne State University	X	X	X
MINNESOTA			
University of Minnesota	X[b]		
St. Cloud State College			X
MISSISSIPPI			
University of Southern Mississippi	X	X	X[c]
MISSOURI			
University of Missouri (Kansas)			X
University of Missouri (Columbia)			X
NEBRASKA			
University of Nebraska at Omaha	X	X	X
NEW JERSEY			
Trenton State College			X[c]
NEW MEXICO			
New Mexico State University	X	X	X
NEW YORK			
Hofstra University	X[b]		
Hunter College	X		
Queens College	X		
New York University	X	X	X
Buffalo State University College	X		X
Syracuse University	X[a]		
Harlem Institute for Teachers (consortium of Bank Street College of Education and New York University)			X[c]
NORTH CAROLINA			
Western Carolina University	X	X	X
North Carolina College (Durham)	X[a]		
OHIO			
University of Ohio	X	X	
The University of Akron	X	X	X
University of Cincinnati	X[b]	X	
OKLAHOMA			
East Central State	X[a]		
OREGON			
Oregon State University	X	X	
PENNSYLVANIA			
Temple University	X	X	X
University of Pittsburgh	X	X	
PUERTO RICO			
Inter-American University	X	X	
RHODE ISLAND			
Rhode Island College	X		
SOUTH CAROLINA			
South Carolina State College	X	X	X
TENNESSEE			
East Tennessee State College	X	X	
Memphis State University	X		X
TEXAS			
East Texas State University	X[b]		
Prairie View A&M College	X	X	X
Texas College of A&I	X		
University of Houston	X	X	
VIRGINIA			
Hampton Institute	X		X
Virginia State University	X[a]		
WEST VIRGINIA			
Marshall University	X	X	
WISCONSIN			
University of Wisconsin	X		X[c]
WASHINGTON			
Pacific Lutheran			X

a = Pre-Service Only
b = In-Service Only
c = Approved, funding pending

TABLE 1. TEACHER CORPS PROGRAMS

away over 10,000 applicants. It has, however, found support from the Ford Foundation and other sources to fund programs similar to the Teacher Corps model, utilizing the "pool" of Teacher Corps applicants.

One of the Teacher Corps great future values is to serve as a means by which local institutions can develop programs that give more relevant training to teacher trainees planning to teach in schools in poverty areas. In essence, the Teacher Corps should continue to be what educators say they want most of all--an instrument for change within the established framework. The Corps, linking together the schools, the universities, and the state departments of education, provides an effective channel to bring about genuine change in the education curricula. Many universities and colleges have indicated strong interest in continuing their programs, or in starting new ones. Over 200 institutions of higher education, and many more local school districts, made clear their interest.

The Teacher Corps is playing an important role in the development of a career ladder in education. Through the intern and the team leader, the Teacher Corps can help the teaching profession become an exciting and absorbing career both for the new and the experienced teacher, even in the most over-crowded, hard-pressed schools.

The picture of the future would not be complete without noting that the Teacher Corps can also become an outlet for the realistic altruism that many young Americans feel. The new generation of Americans is looking for ways to serve that will help America come closer to its ideals. They want to be involved in finding solutions for problems facing America today. They are not happy with the role they presently play--that of sideline critic. The Teacher Corps may be the answer for some of these young people who want to serve the country in some significant way.

Many have already applied to Teacher Corps and been disappointed because there were no funds available to accept them in the program. Those turned away include not only college graduates, but people who are willing to make career changes if given the opportunity to do so. The impact of these Americans who are seeking teaching careers is important, for they realize that this country's slum schools deserve the best teachers.

III. SOME RESULTS OF EVALUATION OF THE FIRST TEACHER CORPS PROGRAM

In this section, data relating to the first cycle of the Teacher Corps are presented. The purpose is to show some of the findings, on an overall program level, that bear on the program and its participants.

First, results of the analysis of information available on separations is given. Then some results from a questionnaire given to graduating interns and team leaders are presented.

First-Cycle Separations

Of the 1,279 interns who started the first Teacher Corps two-year cycle in 1966, 627, or 49 percent, were nearing completion of the program by the end of April 1968. Slightly over 50 percent of the 337 starting team leaders were also with the program at that time. There were many factors contributing to this attrition of about 50 percent, and indications of some of these factors will be described below.

Figure 1 shows the overall attrition pattern for the first cycle. It depicts the specific and cumulative percentages of separations for different periods of time, and indicates those periods particularly associated with funding problems and uncertainties. The 9.5-percent attrition occurring during Pre-Service had been expected on the basis of experience with other programs using this training approach.

The Research and Evaluation Office of the Teacher Corps program made an effort from the beginning to gather information on separations. Interns and team leaders who left the program early were asked to fill out a separation form that asked for the reasons for termination, as well as for the future plans of the Corps member. In addition, program directors were queried for information about people leaving the program early.

Analysis has been made of the responses of terminating interns and team leaders to the second and third forms of the questionnaire. The total group of intern questionnaires used for analysis was 211, or about 32 percent of the first-cycle intern

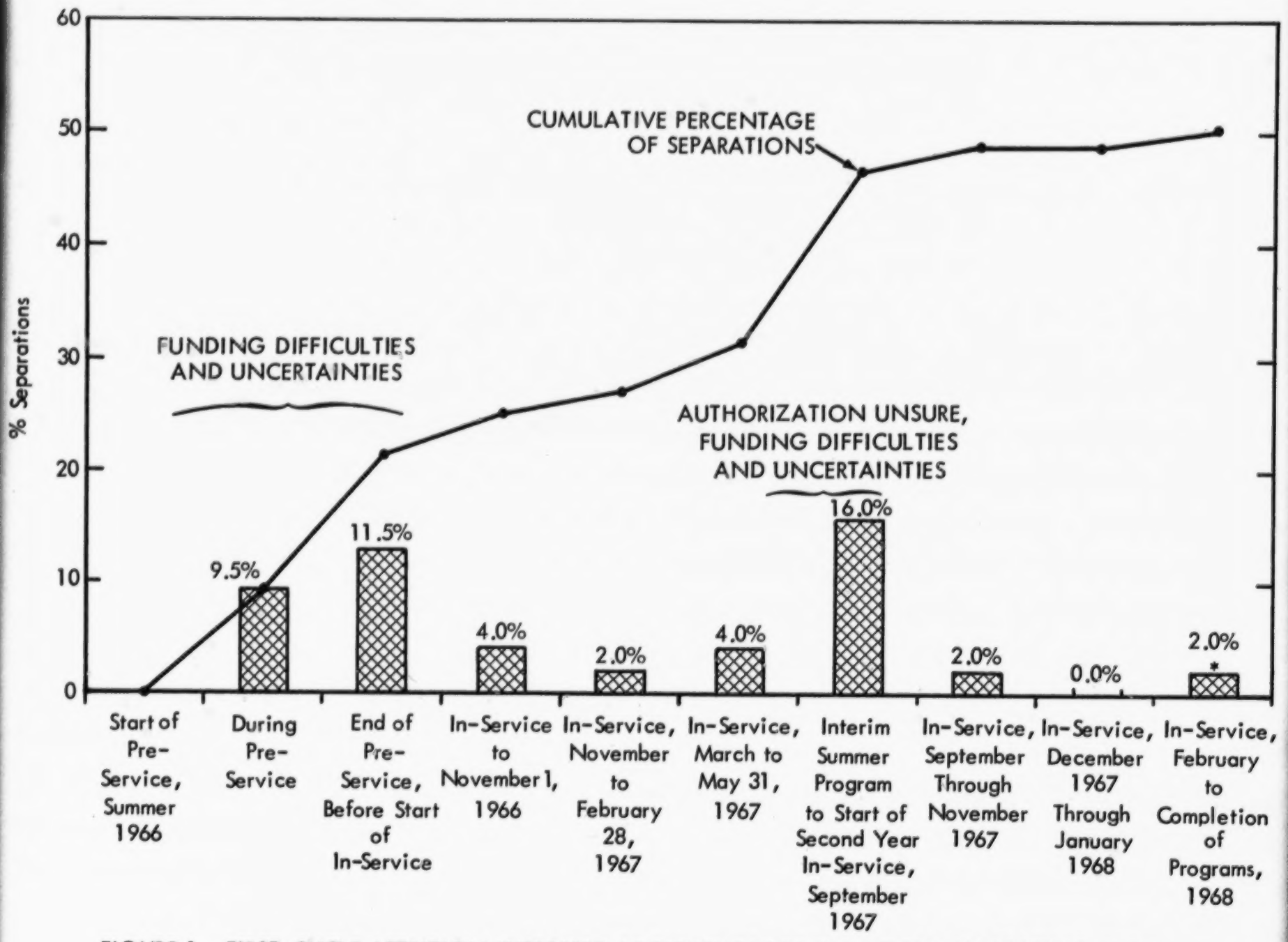

FIGURE 1. FIRST-CYCLE ATTRITION EXPRESSED AS PERCENTAGES OF INTERNS SEPARATING FROM THE PROGRAM DURING DIFFERENT PERIODS OR PHASES (Number of Interns Starting Program = 1,279; Total Number of Separations = 652;)

*Some of the interns counted here were in fact early graduates, not actual separations.

drop-outs. Thus the results must be viewed as suggestive rather than decisive.* Even if the sample should be representative, many of the results may be unique to the conditions of the first Teacher Corps program. The data to be presented should be used principally to form hypotheses to be investigated in subsequent cycles.

Why did interns leave the program? The relative frequencies of major categories of reasons given are shown in Figure 2. Administrative factors or program problems unrelated to the intern's performance were cited most often., Various personal reasons were the next most frequently listed. Interns in the sample studied checked an average of 2.60 of the specific categories of items grouped for analysis. The numbers in Figure 2 show the relative frequency of responses in major categories as percentages of the total number of responses for all categories.

Table 2 gives a more detailed breakdown of reasons within the major categories. Percentages of responses for the entire sample are shown, as well as for males and females separately. In Table 2 the percentages for each item are the proportion of the entire sample or subgroup that made at least one response in the item category. The items listed in Table 2 are for the most part categories of response items, but of a greater degree of specificity than the major categories of Figure 2. A respondent who checked one or more items in a specific category was credited with one response. It can be seen in Table 2 that proportionately more of the men than the women gave concerns over funding and legislative uncertainties

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* Other factors that forestall a rigorous interpretation of the termination questionnaire data are: forms were not anonymous; no testing of the reliability or validity of the items was done; no check on the accuracy of reasons given by interns has been made for this analysis; the responses come from two similar but not identical forms (items and categories were combined according to the judgment of the research team); one form did not contain all the alternatives of the other. Notwithstanding, some of the findings are consistent with the impressions of Teacher Corps personnel who have been in close touch with programs.

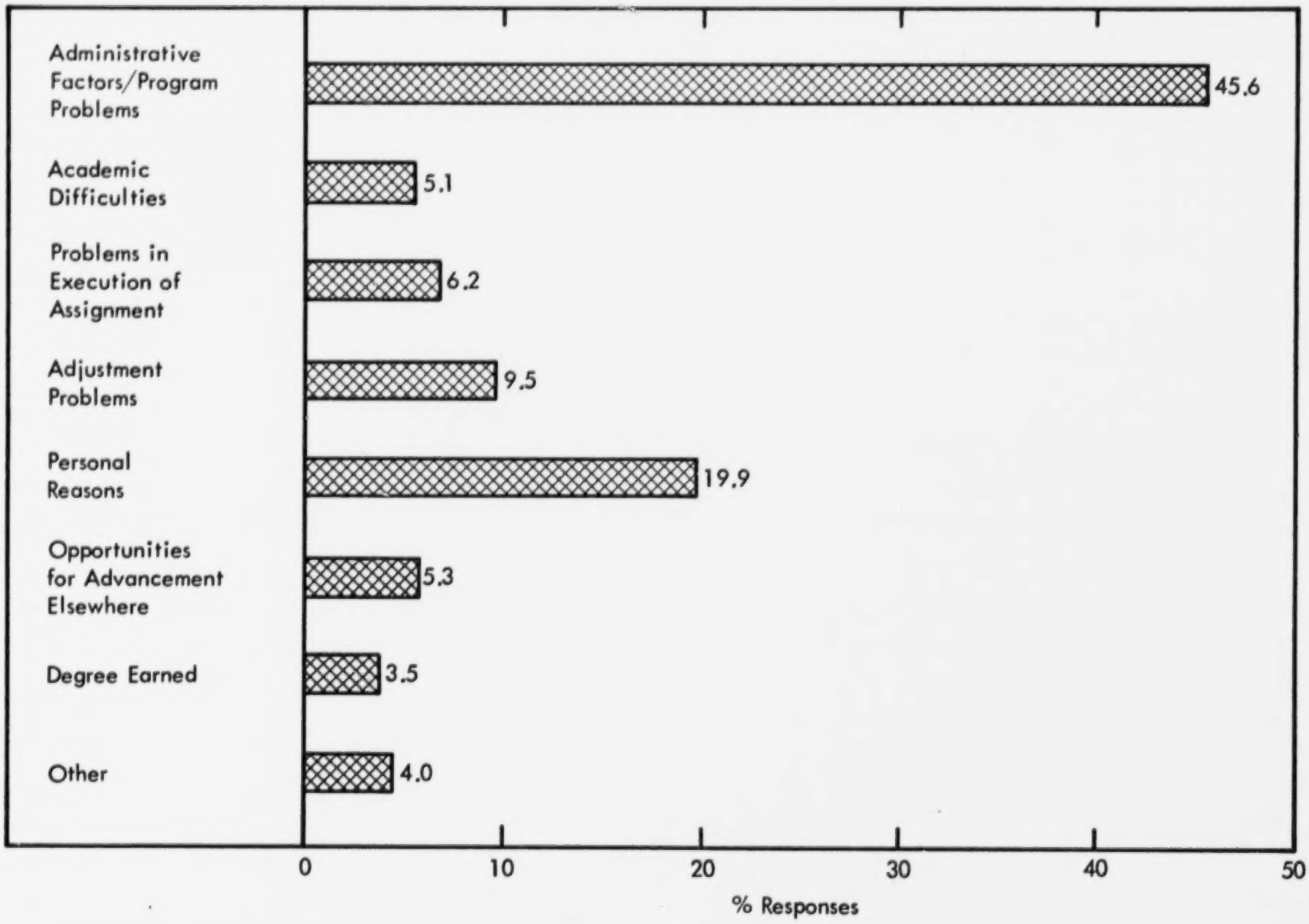

FIGURE 2. MAJOR CATEGORIES OF REASONS FOR SEPARATING FROM THE PROGRAM, EXPRESSED AS PERCENTAGES OF TOTAL RESPONSES OF INTERNS (Number of Responses = 548)

	% Responding		
	Total Respondents	Males	Females
ADMINISTRATIVE FACTORS/PROGRAM PROBLEMS			
1. Program closed/degree or teaching area unsatisfactory	25	22	27
2. Funding/legislative uncertainties	41	46	35
3. Poor coordination and goal definition	14	17	11
4. Dissatisfaction with academic content/quality	22	23	21
5. Other	17	22	13
ACADEMIC DIFFICULTIES			
6. Inadequate academic preparation/low interest in academics	13	10	17
PROBLEMS IN EXECUTION OF ASSIGNMENT			
7. Low interest in teaching	9	7	11
8. Lack of necessary skills	4	4	5
9. Other	3	5	1
ADJUSTMENT PROBLEMS			
10. Differences with associates and/or supervisors	14	17	11
11. Fear/minority group problems	4	4	4
12. Poor living conditions	1	1	1
13. Other	6	6	6
PERSONAL REASONS			
14. Family/health problems	15	14	17
15. Financial difficulties	16	21	10
16. Location unacceptable	10	11	9
17. Drafted	1	2	0
18. Other	10	8	12
ADVANCEMENT			
19. Opportunities for advancement elsewhere	14	15	12
DEGREE EARNED			
20. Program completed	9	10	8
OTHER			
21. All other responses written in	10	11	10
NO RESPONSE			
22. No Response	2	2	3

TOTAL NUMBER OF INTERNS RESPONDING: Number of Total Respondents 211
Number Male 108
Number Female 103

TABLE 2. DETAILED CATEGORIES OF REASONS FOR SEPARATIONS (Entries are Percentages of the Total Number of Interns in Each Column; Percentages are Rounded to Nearest Whole Number)

(Item 2) and financial difficulties (Item 15) as reasons for leaving the program. There was some tendency for women, more than men, to give academic difficulties as a reason for leaving (Item 6).

Do reasons for leaving the program change depending upon when an intern leaves? The respondents in the sample were classified as closely as possible according to these separation periods:

(1) by the end of the Pre-Service program,

(2) after Pre-Service and before the beginning of the second year of In-Service, and

(3) during the second year of In-Service training.

Figure 3 shows the variation in relative frequencies of responses in major categories according to time of leaving. The percentages are based on the total number of responses by respondents for each time period. Table 3 shows a detailed breakdown of the proportion of interns in each group that checked at least one reason in an item category. The data suggest that during the first year of the program, concern over funding and finances loomed large as separation factors, while interns tended to leave in the second year more for reasons of discontent with the quality of their programs, problems with team leaders, other interns or school or university staff (Item 20), or greater interest in other opportunities (Item 19).*

About 50 percent of the separating interns in the sample indicated they went into teaching after leaving the Teacher Corps. Approximately 20 percent indicated they were back in school as either full-time or part-time students. A few entered school administration. The percentage of interns leaving the program early to go into teaching has been fairly constant. For example, the following

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* There are some inexplicable responses in Table 3. For example, four of the Pre-Service drop-outs gave completion of the program as a reason for leaving. That is probably a case of misinterpretation of an ambiguously worded item.

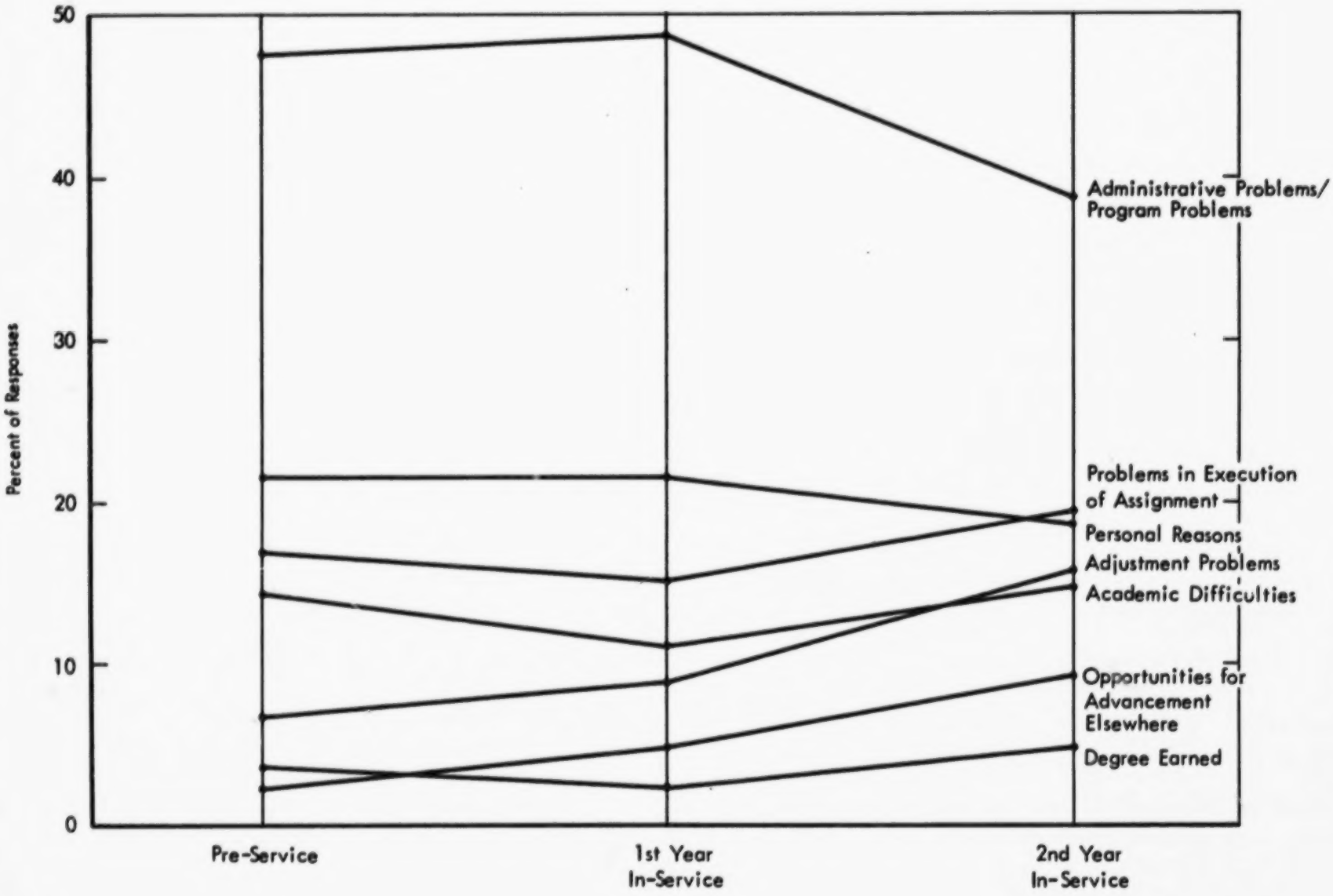

FIGURE 3. MAJOR CATEGORIES OF REASONS FOR SEPARATION DURING EACH PROGRAM PHASE, EXPRESSED AS PERCENTAGES OF TOTAL RESPONSES OF INTERNS PER PHASE

	% Responding		
	Pre-Service	1st Year In-Service	2nd Year In-Service
ADMINISTRATIVE FACTORS/PROGRAM PROBLEMS			
1. Program closed/degree or teaching area unsatisfactory	21	26	27
2. Funding/legislative uncertainties	42	45	33
3. Poor coordination and goal definition	13	12	19
4. Dissatisfaction with academic content/quality	17	22	27
5. Other	21	18	10
ACADEMIC DIFFICULTIES			
6. Inadequate academic preparation/low interest in academics	15	11	15
PROBLEMS IN EXECUTION OF ASSIGNMENT			
7. Low interest in teaching	9	8	12
8. Lack of necessary skills	8	4	2
9. Other	0	3	6
ADJUSTMENT PROBLEMS			
10. Differences with associates and/or supervisors	8	11	25
11. Fear/minority group problems	2	4	6
12. Poor living conditions	0	0	4
13. Other	4	4	14
PERSONAL REASONS			
14. Family/health problems	13	12	23
15. Financial difficulties	15	17	13
16. Location unacceptable	11	12	4
17. Drafted	0	0	4
18. Other	9	9	12
ADVANCEMENT			
19. Opportunities for advancement elsewhere	6	10	29
DEGREE EARNED			
20. Program completed	8	8	14
OTHER			
21. All other responses written in	17	9	8
NO RESPONSE			
22. No Response	2	4	0

TOTAL NUMBER OF INTERNS RESPONDING: Pre-Service 53; 1st Year In-Service 106; 2nd Year In-Service 52

TABLE 3. DETAILED CATEGORIES OF REASONS FOR SEPARATION DURING EACH PROGRAM PHASE (Entries are Percentages of the Total Number of Interns in Each Column; Percentages are Rounded to Nearest Whole Number)

is a tabulation of occupations reported by 198 former Corpsmen. The tabulation was made by the Teacher Corps in August 1967. *

Teaching	57.06%
School Administration	4.04%
Social Services	5.55%
School	14.64%
Business	11.61%
Marriage, retirement, military, hospitalized	5.05%
Doing research in school system	0.50%
No Plans	1.51%

Most first-cycle interns took the Graduate Record Examination (GRE). The median of the verbal scale for first-cycle interns was calculated. Those respondents for whom a GRE score was available were classified according to whether their GRE Verbal Score was above or below the median for first-cycle interns. Of the

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* Many of the 198 respondents included in the percentages shown were undoubtedly in the sample of 211 analyzed in this report, although a specific cross-tabulation has not been made.

143 interns so classified, 84 (58.7 percent) had scores below the median. The probability of that many falling below the median by chance is less than 5 percent. It appears, for this subsample at least, that many of the respondents may have been having academic difficulties that were not remedied. Analysis was made of reasons given for leaving when respondents were classified above and below the Teacher Corps' GRE Verbal Score median. Proportions of respondents giving various reasons for leaving were similar for the two groups with some notable exceptions. There were five items on which there was a difference of 10 percent or more between the two groups. These were:

Item	Above GRE Verbal Median	Below GRE Verbal Median
Funding Uncertainties	51%	37%
Poor Coordination and Goal Definition	27	11
Dissatisfaction with Academic Content	27	17
Opportunities for Advancement Elsewhere	24	10
Completed Program	5	16

There was no significant association between GRE classification and sex.

Finally, for the sample of respondents studied here, there was no significant association between sex and time of leaving the program.

Evaluation of the First Program by Interns and Team Leaders

Near the end of the first program, interns and team leaders were asked to fill out an evaluation questionnaire prepared by the Teacher Corps Research and Evaluation Office. In a few cases, distribution of the questionnaire was done during a termination conference conducted by members of the Washington Office at different programs. Otherwise, questionnaires were distributed and collected by program directors, or returned directly by mail to Washington.

The questionnaires are currently undergoing a detailed analysis, and the Teacher Corps plans to make the results available as soon as possible. For this report, selected items that have special implication for program evaluation were tallied. The results of this preliminary analysis are presented below. Some characteristics of the respondents are:

	Interns (N = 380)	Team Leaders (N= 106)
Age		
20 and below	less than 1%	0%
21-25	49	3
26-30	27	11
31-35	10	19
36-40	3	26
41-45	4	14
46-50	3	11
Over 50	3	15
Sex		
Male	57%	40%
Female	43	60
Minority Ethnic or Cultural Background	23%	38%
Married	51%	65%
Average Years Lived in a Disadvantaged Area Before Teacher Corps	3.99(1)	8.78(2)
Average Number of Years Spent Working with Disadvantaged Children or Adults Before Teacher Corps	1.35(3)	7.49(4)
Average Number of Years of Teaching Experience Before Teacher Corps	Not Tabulated	11.20

(1) Based on assumption of 0 years for the 239 interns who answered No or gave no answer.

(2) Based on assumption of 0 years for the 45 team leaders who answered No or gave no answer.

(3) Based on assumption of 0 years for the 189 interns who answered No or gave no answer.

(4) Based on assumption of 0 years for the 22 interns who answered No or gave no answer.

The samples available for examination were from 380 interns from 38 programs, and 106 team leaders (experienced teachers) from 34 programs.*

Most interns in the first Teacher Corps program were working toward an advanced degree, and 87 percent of the interns in the sample stated that they expected to receive a degree upon completing the Teacher Corps training. In response to the question of what type of certification they hold or expect to receive, the interns gave the following distribution of answers:

Standard Elementary	46%
Standard Secondary	25%
Provisional Elementary	19%
Provisional Secondary	14%
Other	14%
Do not have and do not expect to have a teaching certificate	3%

Some interns answered more than one of the above, so the figures do not total to 100 percent.

It is likely that most of the graduating interns will go into teaching, and many will teach in poverty-area schools. Over 86 percent of all interns who returned questionnaires (based on 384 respondents) indicated that they were planning to go into the education profession, and of these, 51 percent will be teaching in the school district in which they trained. A follow-up survey is in progress to determine the complete outcomes of Teacher Corps graduates.

Most interns (85 percent) felt equipped to teach in a poverty-area school.

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* This is 60.6 percent of the graduating interns and 62.4 percent of the terminating team leaders. Returns from four programs were not used in this report; members of those programs were given an early version of the questionnaire, which was modified to the form used by the present sample. As with the separations data, results should be viewed as suggestive rather than conclusive. Forms were not anonymous; administration conditions varied. Furthermore, many items were ambiguously worded or left undefined. Time referents in many items were not specified. Hence, many of the responses called for were global impressions. The labels of items or response categories in the figures and tables to be presented are taken verbatim from the questionnaires.

How did interns feel about their professional relationships with various people in their program? Table 4 gives the percentages of responses in the rating of the people indicated. It is apparent that most interns were most enthusiastic about their relationships with the children. Surprisingly, 10 percent said they had no contact with parents over the two-year period.

Interns were asked to check, in order of importance, up to three problems encountered in the classroom teaching situation. Figure 4 shows the percentage of interns who checked an indicated item at all, regardless of order of importance. It is clear that interns most often found lack of understanding of the role of the intern in the school, inappropriate books, etc., and irrelevant or too advanced curricula for students, to be troublesome.

Team leaders were also asked to rank up to three problems in a list provided, and Figure 5 shows the percentage responding to each item, regardless of rank order. Many team leaders evidently found themselves in the middle of conflicting demands from several sources. Some team leaders also gave indication of problems yet to come. Consider the following:

> If you want to return to the school system you left in order to join the Teacher Corps, would you have any problem getting your original job back?
>
> Answer: Yes: 18% No: 66% (No Response: 16%)
>
> If you were to return to your original school system, would you find that you will have lost some benefits or pay increases that you would have normally accrued if you had remained in that school rather than joining the Teacher Corps?
>
> Answer: Yes: 16% No: 73% (No Response: 11%)

The team concept was a design requirement for all programs. Forty-two percent of the interns thought it should be continued; 44 percent said to continue it with modifications; 8 percent thought it should not be continued. Among team leaders, the respective percentages were 94, 3, and 3. Figure 6 shows percentages of responses in favor of various changes in the team training approach made by team leaders and interns.

	Very Satisfactory	Somewhat Satisfactory	Unsatis-factory	No Contact	No Response
1. Director and his staff	41%	34%	15%	6%	4%
2. The team leader	53	30	13	2	2
3. The principal	52	34	11	1	1
4. Other interns	61	27	3	3	7
5. University professors	45	40	10	2	3
6. The cooperating classroom teachers	56	35	4	2	3
7. The children	81	15	1	0	3
8. The parents	56	28	3	10	3
9. The neighborhood community	46	31	7	14	2
10. Community Agency personnel	38	28	7	20	5

TABLE 4. INTERNS' SATISFACTION WITH VARIOUS PROFESSIONAL RELATIONSHIPS (Entries are Percentage Distributions for Each Relationship; Number of Respondents = 380; Percentages May Not Add to 100% Due to Rounding)

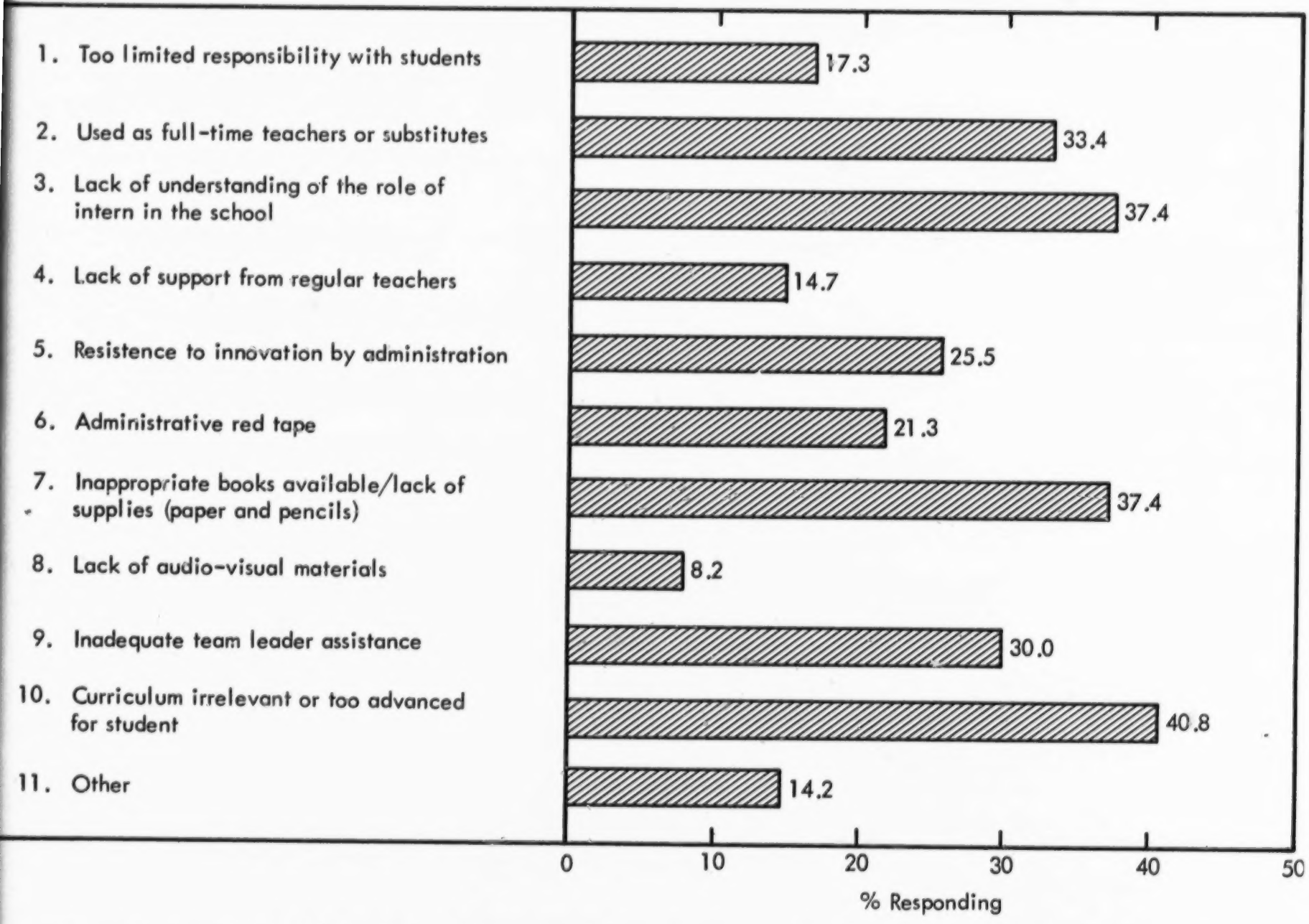


FIGURE 4. PERCENTAGES OF INTERNS INDICATING MOST IMPORTANT TYPES OF PROBLEMS ENCOUNTERED IN THE CLASSROOM TEACHING SITUATION (Number of Respondents = 380)

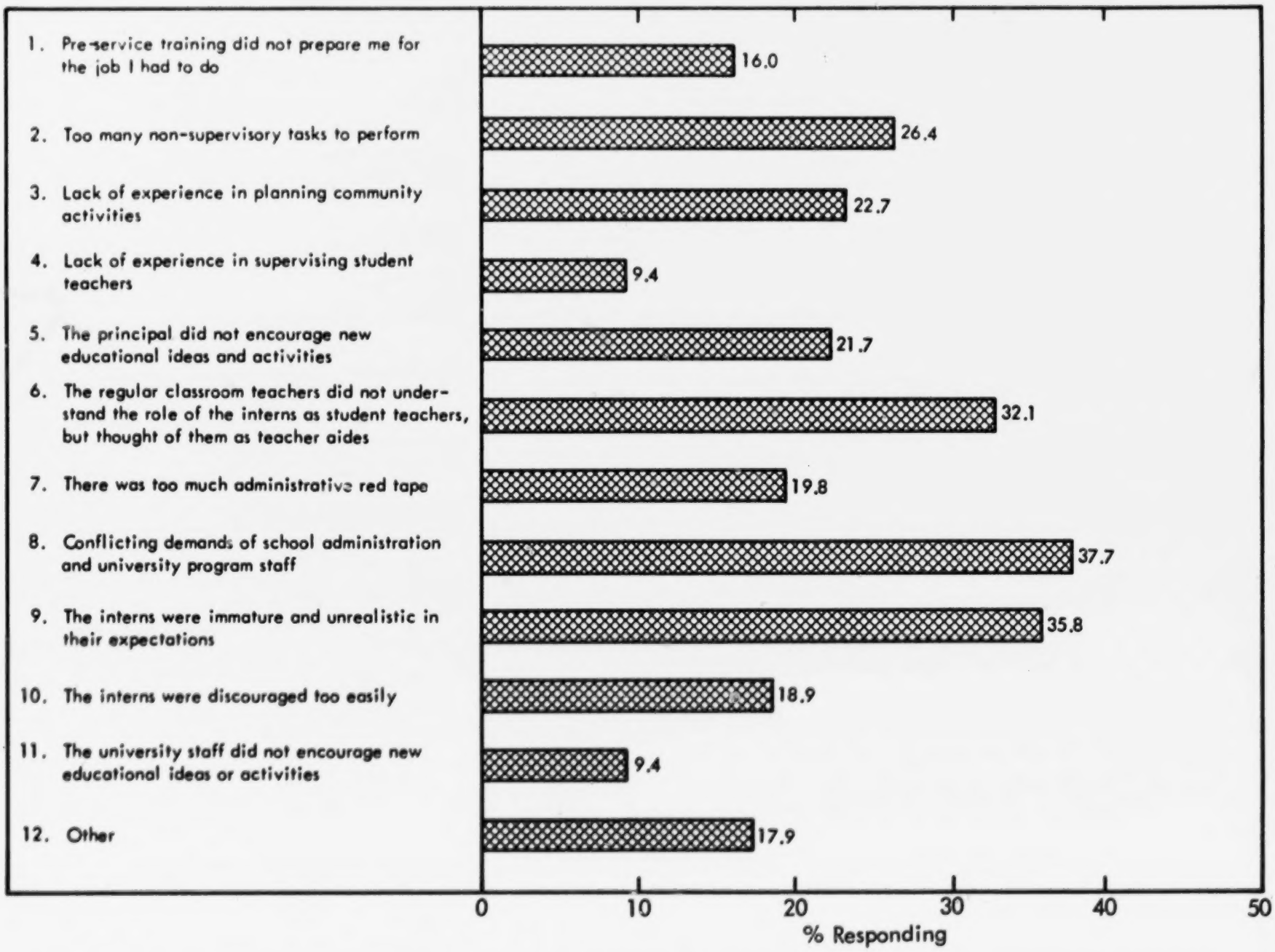

1. Pre-service training did not prepare me for the job I had to do
16.0
2. Too many non-supervisory tasks to perform
26.4
3. Lack of experience in planning community activities
22.7
4. Lack of experience in supervising student teachers
9.4
5. The principal did not encourage new educational ideas and activities
21.7
6. The regular classroom teachers did not understand the role of the interns as student teachers, but thought of them as teacher aides
32.1
7. There was too much administrative red tape
19.8
8. Conflicting demands of school administration and university program staff
37.7
9. The interns were immature and unrealistic in their expectations
35.8
10. The interns were discouraged too easily
18.9
11. The university staff did not encourage new educational ideas or activities
9.4
12. Other
17.9
0
10
20
30
40
50
% Responding

FIGURE 5. PERCENTAGES OF TEAM LEADERS INDICATING MOST IMPORTANT TYPES OF PROBLEMS ENCOUNTERED IN THE TEACHER CORPS (Number of Respondents = 106)

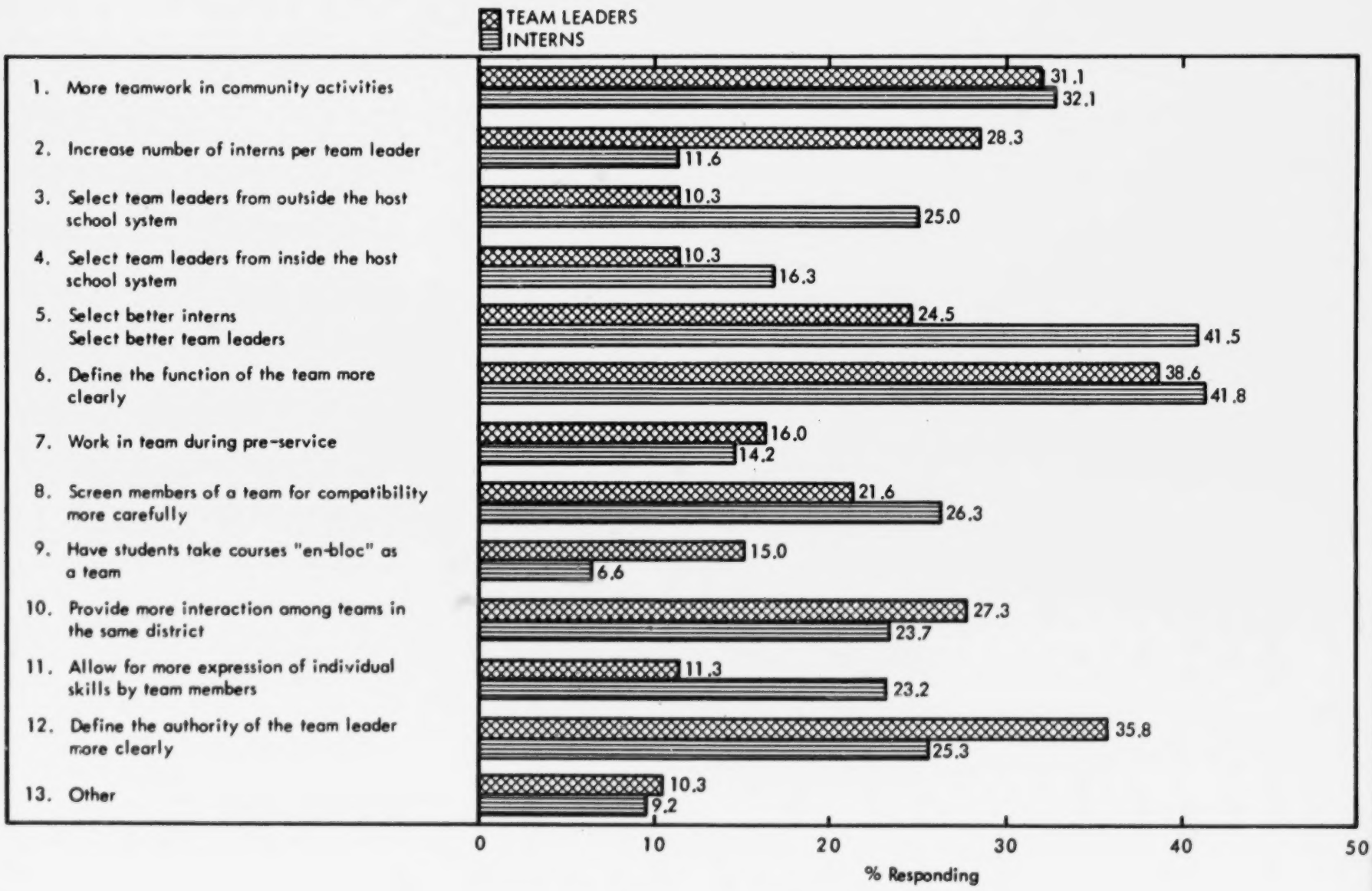


FIGURE 6. PERCENTAGES OF TEAM LEADERS AND INTERNS INDICATING DESIRABLE TYPES OF CHANGES IN THE TEAM APPROACH (Respondents: 106 Team Leaders; 380 Interns)

The community involvement aspect of the early Teacher Corps program was one of the more widely misunderstood elements of the program by interns and team leaders alike. Ninety percent of the interns said they had done community work of the following types while in the Teacher Corps:

Take children on field trips	81%	Work in adult education programs	19%
Home visits	76%	Start or work in block clubs	11%
Work with existing agencies	60%	Activate existing parent groups	10%
After-school tutoring	49%	Start PTA	6%
After-school or before-school recreation	46%	Other	9%
Make agency referrals	35%	No response	10%
Help develop new community services	24%		

Thirty-seven percent of the team leaders said they had not participated in school-extended community activities before Teacher Corps, while 85 percent said they did some community work while in the Corps. Suggestions of the team leaders for changes most needed in the community aspect of the Teacher Corps are listed in Table 5.

In an effort to capitalize on the experience of the graduating participants, interns and team leaders were asked to rate a list of characteristics in terms of their importance in selecting new interns. The percentages of rating for each characteristic are given in Tables 6 and 7. There is substantial agreement between the two groups in this case.

As the separations data suggested, some interns completed work on their degrees early and left the program. The percentages of team leaders' answers to the question, "Is two years too long a time for internship?" were:

Yes	6%
No	62%
For some interns	29%

		% Responding
1.	Drop community work as a desirable Teacher Corps activity	5
2.	Better planning on part of team	20
3.	Clearer definition of how community work relates to teaching	46
4.	More contact with the parents of the children	45
5.	More encouragement of community activity by school principal	28
6.	More encouragement of community activity by program director	9
7.	More guidance from Washington	16
8.	Make community work optional for intern	16
9.	Make community work optional for team leader	9
10.	Better liaison with existing community agencies	36
11.	More stress on innovative community programs	29
12.	Other	—
13.	No response	6

TABLE 5. PERCENTAGES OF TEAM LEADERS INDICATING DESIRABLE CHANGES IN THE COMMUNITY ASPECT OF THE TEACHER CORPS PROGRAM (Number of Respondents = 106; Percentages are Rounded to Nearest Whole Number)

	Very Important	Important	Unimportant	No Response
1. Maturity/stability	67%	24%	2%	7%
2. Ability to convince and persuade other people	18	53	18	12
3. Organizing and Administrative Ability	15	55	19	11
4. Willingness to work hard	70	21	0	9
5. Personal warmth and sensitivity	74	17	1	8
6. High degree of intelligence	21	53	15	11
7. Adaptability	70	21	2	8
8. Creativity	56	34	2	7
9. Previous contact with the disadvantaged	14	29	45	12
10. From a minority group	7	12	69	12
11. Education major	7	12	67	13
12. Major other than education	11	24	51	14
13. Other	4	1	4	90

TABLE 6. PERCENTAGES OF INTERNS INDICATING THE DEGREE OF IMPORTANCE OF VARIOUS CHARACTERISTICS IN THE SELECTION OF FUTURE INTERNS (Number of Respondents = 378; Percentages May Not Add to 100% Due to Rounding)

	Very Important	Important	Unimportant	No Response
1. Maturity/stability	84%	12%	9%	3%
2. Ability to convince and persuade other people	19	56	14	11
3. Organizing and Administrative Ability	14	54	18	14
4. Willingness to work hard	86	9	2	4
5. Personal warmth and sensitivity	90	8	—	3
6. High degree of intelligence	24	61	6	9
7. Adaptability	86	8	—	7
8. Creativity	68	23	2	8
9. Previous contact with the disadvantaged	13	42	33	11
10. From a minority group	6	20	63	11
11. Education major	9	23	59	9
12. Major other than education	7	29	51	13
13. Other	6	—	—	94

TABLE 7. PERCENTAGES OF TEAM LEADERS INDICATING THE DEGREE OF IMPORTANCE OF VARIOUS CHARACTERISTICS IN THE SELECTION OF FUTURE INTERNS (Number of Respondents = 106; Percentages May Not Add to 100% Due to Rounding)

Interns and team leaders alike rated a list of program elements in terms of their degree of adequacy. Their responses, expressed as percentages, are shown in Tables 8 and 9.

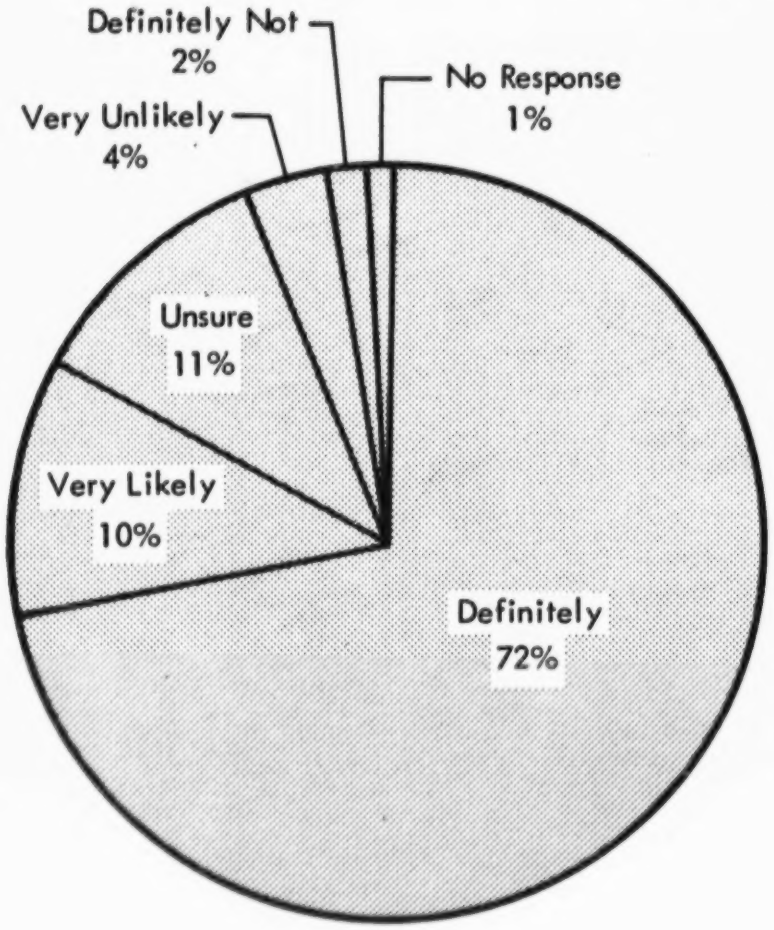
Would they do it again? Figure 7 shows the answer.

	Excellent	Above Average	Average	Below Average	Poor	Non-existent	No Opinion	No Response
1. Director	19%	21%	26%	10%	16%	1%	5%	3%
2. University faculty	8	20	43	16	10	—	1	2
3. Support of program by university	13	19	33	13	16	1	3	2
4. Support of program by school district	11	20	32	17	13	3	2	2
5. Support of program by principal	25	25	29	10	7	1	0	3
6. Team leaders	23	23	26	12	11	1	1	3
7. Fellow interns	21	41	30	4	1	—	0	3
8. Pre-service evaluation of interns	9	17	38	11	8	5	7	4
9. In-service evaluation of interns	6	18	40	12	12	3	6	4
10. Community activity	5	14	27	22	16	11	4	1
11. Support of program by parents	7	13	23	17	8	17	12	2
12. Recruitment procedures	1	7	32	16	27	2	11	4
13. Pre-service training	16	20	36	13	9	1	1	4
14. Sensitivity training	9	11	23	9	13	23	8	4
15. Micro-teaching	7	13	22	8	9	23	11	7
16. NTC staff member from Washington	6	15	27	10	18	6	13	6
17. "Spirit" of the program ("To reach and teach the disadvantaged")	24	28	22	12	8	2	1	3
18. Esprit de corps	16	21	25	14	10	3	5	7

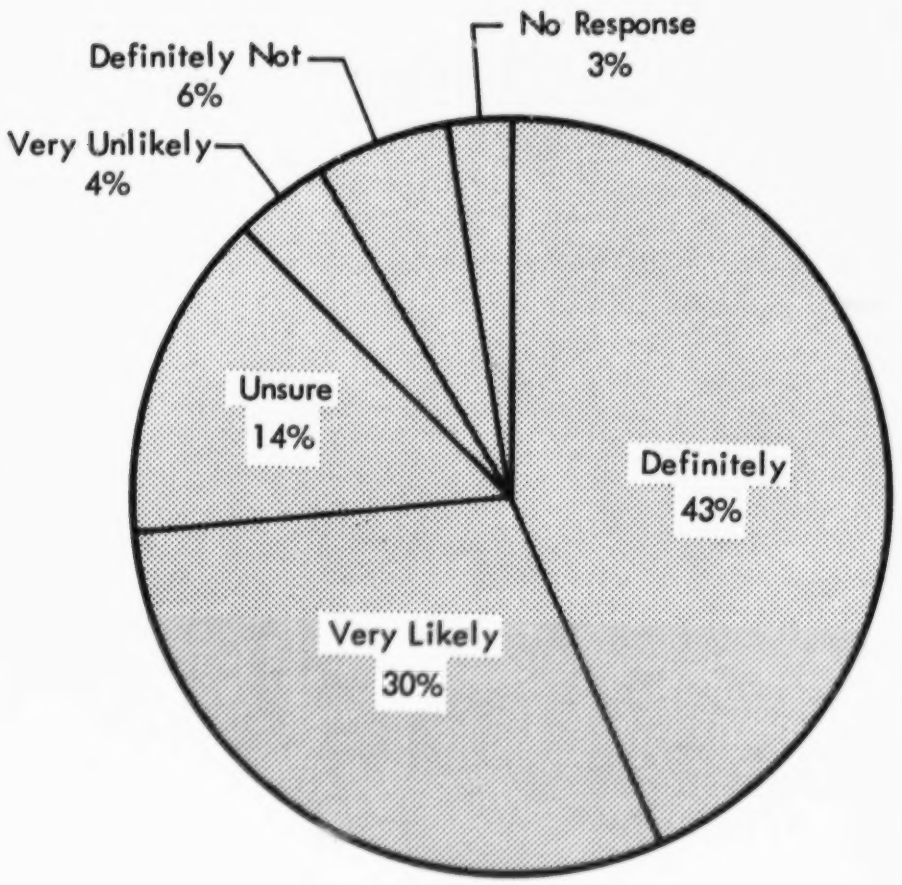
TABLE 8. PERCENTAGES OF INTERNS INDICATING THE DEGREE OF ADEQUACY OF VARIOUS ASPECTS OF THEIR TEACHER CORPS EXPERIENCE (Number of Respondents = 380; Percentages May Not Add to 100% Due to Rounding)

	Excellent	Above Average	Average	Below Average	Poor	Non-existent	No Opinion	No Response
1. Director	29%	33%	23%	9%	5%	1%	1%	-%
2. University faculty	10	34	31	10	5	1	7	2
3. Support of program by university	22	27	29	9	9	—	3	1
4. Support of program by school district	25	31	32	5	5	—	1	2
5. Support of program by principal	40	28	18	7	6	2	—	-
6. Fellow team leaders	31	37	20	4	—	—	5	4
7. Interns	20	42	29	5	1	—	—	4
8. Pre-service evaluation of interns	12	23	40	10	9	1	4	1
9. In-service evaluation of interns	9	30	43	8	6	1	2	2
10. Community activity	3	17	42	26	3	8	1	1
11. Support of program by parents	5	22	38	15	3	10	7	1
12. Recruitment procedures	2	15	34	15	18	1	12	3
13. Pre-service training	8	33	34	12	5	—	6	3
14. Sensitivity training	9	19	36	8	3	14	8	4
15. Micro-teaching	10	12	32	10	8	10	12	5
16. NTC staff member from Washington	13	24	34	9	8	4	6	3
17. "Spirit" of the program ("To reach and teach the disadvantaged")	33	31	23	7	3	—	—	4
18. Esprit de corps	17	30	30	10	5	3	5	-

TABLE 9. PERCENTAGES OF TEAM LEADERS INDICATING THE DEGREE OF ADEQUACY OF VARIOUS ASPECTS OF THEIR TEACHER CORPS EXPERIENCE (Number of Respondents = 106; Percentages May Not Add to 100% Due to Rounding)



TEAM LEADERS



INTERNS

FIGURE 7. WOULD YOU JOIN THE TEACHER CORPS AGAIN?

IV. CONCLUSIONS AND RECOMMENDATIONS

The results presented, along with knowledge gleaned from the experiences of the Teacher Corps personnel and others with the program, suggest the following major conclusions:

1. The first program underwent many of the difficulties of any new program at its inception. In the Teacher Corps, these included:

- uncertainties about funding and legislative picture, funding delays
- administrative confusions, lack of clarity and understanding of goals and objectives of program components, conflicting demands and expectations of different participating groups, coordination inadequacies
- selection and assignment misunderstandings and errors, or failure to provide sufficient support and encouragement after selection had been made
- confusions in roles, functions, and authority between interns and team leaders, teams and schools, team leaders and school or university personnel
- hastily and inadequately planned program designs
- wide variations in the quality and usefulness of various program components, such as course work, Pre-Service training, etc.
- administrative red tape

2. The team training approach should be continued, but with modifications aimed at better definition of functions, roles, purposes; better preparation of members for team activities, and better matching of team leaders and interns.

3. The community involvement aspect of the program needs clarification with respect to purpose, relationship to teaching, and methods of implementation.

4. Two years is too long for an internship for some interns; changes are needed in selection criteria or in program design, or both.

5. There is wide variation in the design, methods, and concepts of local programs, in types of participating interns and team leaders, and in local environments. This variation is appropriate as well as inevitable. However, there is not yet adequate data available to permit evaluation of the implications of and interactions involved in these variations.

6. The systematic data available thus far for evaluation of the effectiveness of the program are limited largely to statements and ratings of opinions, self-reports and attitudes, to counts of graduates and reports of activities, and to statistics on separations and on program costs. Other data have been collected by local programs. However, the data available throughout the program have not been organized systematically. It is not possible at this time to measure the effectiveness or efficiency of the program.

7. Despite many problems, the accomplishments of the Teacher Corps have been manifold, and many of the early difficulites have been partially or completely overcome. Most of the interns from the first program will enter the education profession, and many of them will teach in schools serving children in poverty areas. Others will enter educational administration, and yet others will enter educationally related activities such as poverty programs and social service work.

With respect to further evaluation, it is recommended that:

1. Concerted effort should be made to develop more quantitative, systematic means of evaluating the effectiveness of programs and program components, both at local and national levels.

2. Data requirements for evaluation at the national level should be designed to permit inter-project (inter-local program) comparisons as well as inter-program ones.

3. More systematic means should be developed for identifying, defining, reporting, storing, and communicating information about program variables, elements, components, participants, activities, methods, and procedures. The cooperation of all elements and agencies involved is needed to develop an acceptable language and nomenclature, and a comprehensive and reliable set of definitions, categories, and measures.

4. Inasmuch as there are legitimately conflicting views on the behaviors that constitute competent or effective teaching in different environments or situations, local programs should define their criteria of acceptable teacher preparation in observable or measurable terms. Such a procedure appears necessary to bring about useful and transferable information without the imposition of arbitrary, and possibly destructive, outside control or standards. It will increase the difficulties of aggregate evaluation, but it should enhance the likelihood of gaining knowledge that will contribute directly to increasing the effectiveness of teacher training and the education of disadvantaged (or other) children under a wide range of conditions. It should help evaluate, and perhaps lay to rest, mythologies about types of required courses and regimens, and various personality and attitude theories now underlying the training of professional teachers.

5. Since the disciplining effects of cost-effectiveness and cost-benefit analyses are well known, the Teacher Corps should, with the concurrence of its many programs, undertake such evaluation analyses. They may be halting and inadequate at first, but it is difficult to see how they will be worse than no quantitative output evaluation at all.*

6. The Teacher Corps should establish an Evaluation Advisory Council. The functions of the Council should be to advise on the plans and designs of program evaluation studies, to approve the criteria and instruments selected for such studies, and to assist in coordinating local, national, and independent evaluation studies.

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* The Director of the Teacher Corps programs has already designed two cost-benefit studies for the Teacher Corps evaluation. They have provided impetus and guidelines for further evaluation plans and designs. In addition, an evaluation study of the Teacher Corps program, funded by the Ford Foundation, is being conducted for the National Commission on Teacher Education and Professional Standards of the National Education Association under the direction of Dr. Ronald G. Corwin of the Ohio State University.

V. EVALUATION PLANS AND WORK IN PROGRESS

Many evaluation efforts have been undertaken in the Teacher Corps program, both at the federal and at the local level. These efforts have helped to clarify accomplishments, problems, and areas for future improvements in program design. There is still a need, however, for an overall evaluation system with guidelines that will serve evaluation purposes at all program levels while at the same time developing widely useful data economically.

There are many obstacles to evaluation of all educational programs, and especially of new programs. These include:

(1) the diversity of people, programs, and environments;

(2) the differences of opinion about program objectives and goals;

(3) lack of agreement on a theory of teaching and learning;

(4) the duplicity of activities (the same activity serves different purposes);*

(5) diversity of concepts and terminology;

(6) lack of agreement on appropriate measures of performance, and on the value of various changes; and

(7) changes and adjustments occurring in programs while they are in progress.

There are three general levels of evaluation:

(1) evaluation of a particular local Teacher Corps program (intra-project evaluation),

(2) evaluation of the many local Teacher Corps programs, (inter-project evaluation), and

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* For example, in the Teacher Corps program, work that interns do in the schools is intended to help and serve children at the same time it provides training for the intern.

(3) evaluation of the Teacher Corps program in comparison with other teacher training programs (inter-program evaluation).

At each level, evaluation may focus on any or all of a number of different areas including program effectiveness, participant performance, and effectiveness (or benefits) in relation to costs. In general terms, however, the objectives of program evaluation should include:

(1) to provide measures of performance;

(2) to identify and rank factors, variables, or conditions affecting performance;

(3) to relate costs to design and performance variables; and

(4) to identify and analyze cost-effectiveness relationships and tradeoffs.

An important aspect of the Teacher Corps program is the opportunity it provides to universities and local schools and school systems to try new approaches and methods in the education of disadvantaged children and in the training of teachers. Different local programs are, within broad limits, free to design their programs around their own central concepts of the roles, functions, and requirements of teachers for effective teaching of disadvantaged children. Local program designs must also be suitable for local needs.

All of these considerations point to the need for a conceptual framework for evaluation. Such a framework should take into account local variation and diversity at the same time that it provides for comparable data and transferable information. The framework or system should be able to incorporate in a useful manner results of evaluation studies of the Teacher Corps done by outside agencies, as well as information obtained within the program.

Such a framework is proposed and described here in the form of a systems model. The detailed implementation of the model will of course involve the participation and agreement of program personnel at all levels of the program. In this respect, the model provides the basis for future evaluation plans.

A Teacher Corps Systems Model

The two principal components of the proposed Teacher Corps systems model are:

(1) a mission profile or program time line; and

(2) a system consisting of inputs, functions, outputs, and their interrelationships.

A mission profile is shown in Figure 8. The mission profile indicates that there are five major periods of time, or phases, that are relevant to a Teacher Corps program cycle. The duration of some phases is variable, although Phases II, III, and IV at present constitute approximately a two-year period. The planning and design phase of a second cycle for a particular local program may start at any time, although it customarily commences near the end of Phase IV of the program's first cycle. Phases can be subdivided as needed for particular purposes. For example, Phase IV at present is subdivided into: First Year In-Service, Summer Program, and Second Year In-Service. Phase V obviously can extend indefinitely, but in practice will probably not extend more than five years for a given cycle.

Phases are important in several respects. They serve as administrative anchoring points. Thus, they may be viewed as milestones, with an array of program design and operational objectives to be accomplished at each point. More important, they serve to group program activities that have similar purposes, but which change in content from phase to phase.

A Teacher Corps systems model, irrespective of time or phase, is shown in Figure 9. The model is designed to be applicable to any local Teacher Corps program (hence the use of the term system in the plural), or to the national level.

The model depicts areas of information, resources, and activities, as well as the organization and interaction of these.

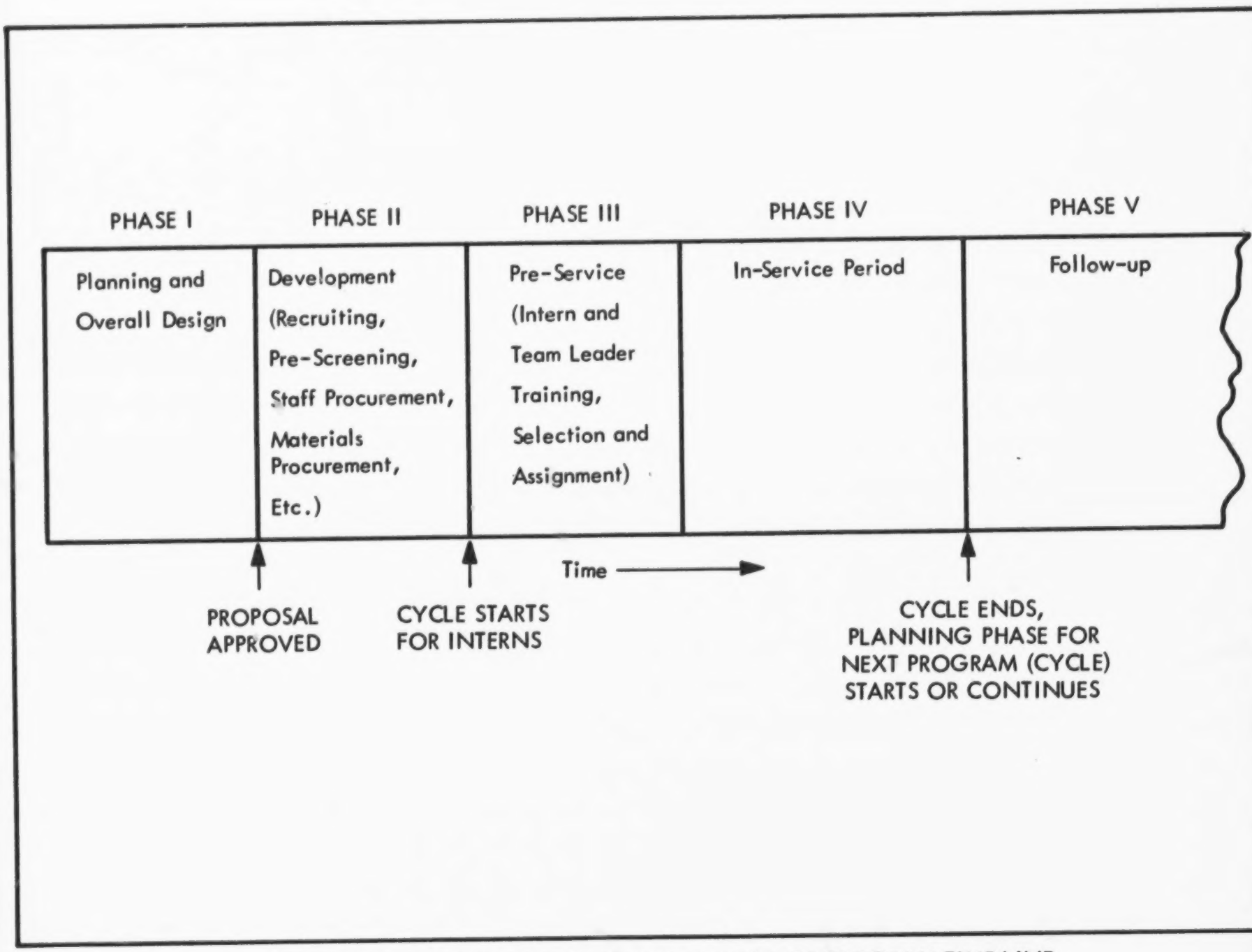

FIGURE 8. TEACHER CORPS MISSION PROFILE OR PROGRAM TIME LINE

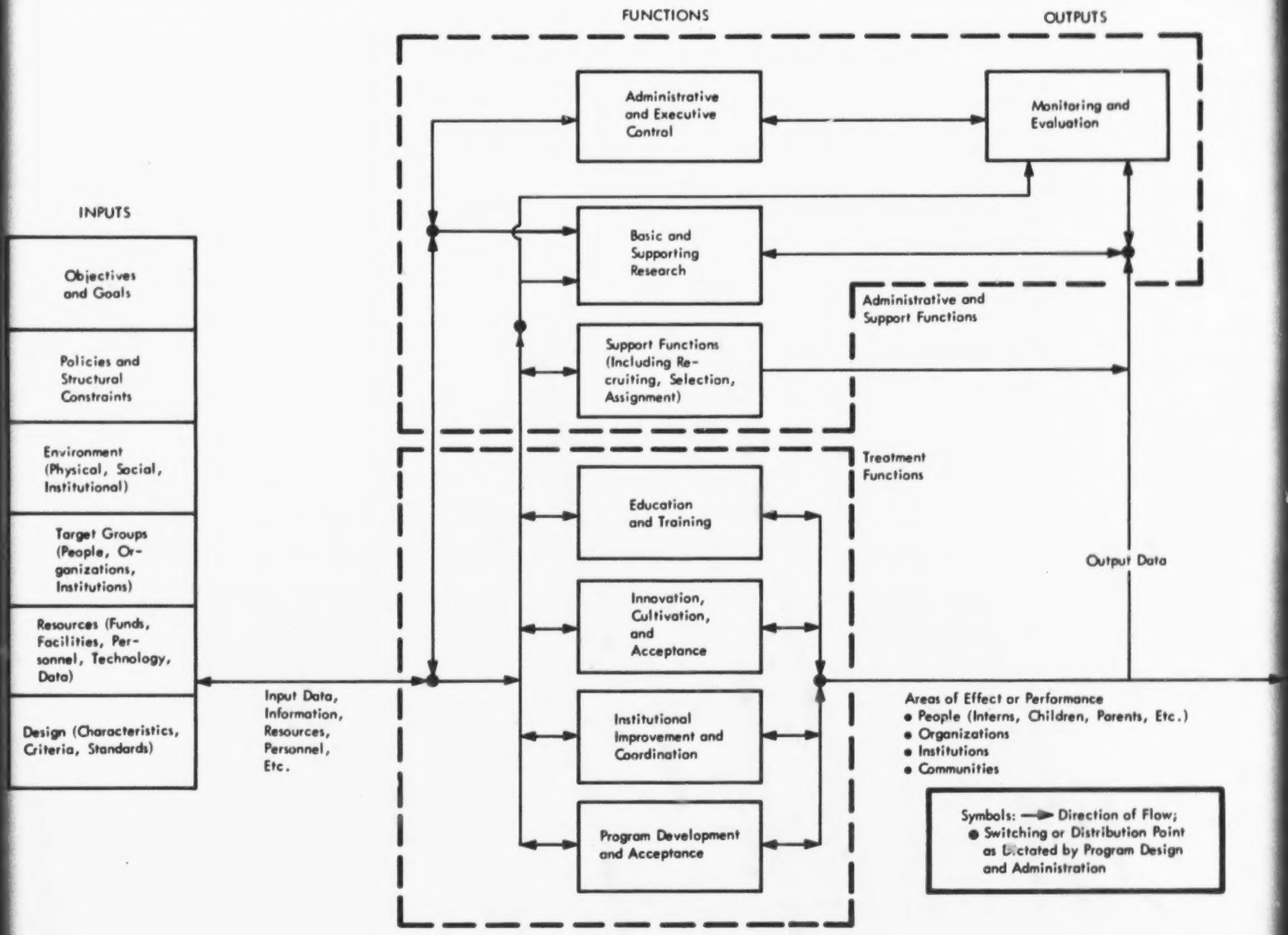

FIGURE 8. TEACHER CORPS SYSTEMS MODEL

Inputs

Six areas of inputs are shown in Figure 9. Each is briefly defined as follows:

1. Objectives and Goals

Objectives (and subobjectives) are statements of the aims and desired end results of an activity. An activity may be the program as a whole or a local program, it may be a phase, or it may be a highly specific unit of instruction or operation. The overall objectives of both the national and local Teacher Corps programs were derived from an interpretation of the enabling legislation, and are stated in Section I of this report.

While objectives denote areas of performance or effect, goals refer to levels or degrees of accomplishment expected or desired at certain points in time. Thus, mission phases can serve to delineate periodic development and performance goals along the way towards the accomplishment of overall objectives.

2. Policies and Structural Constraints

These are the ground rules and limiting conditions imposed on a program or a program component. They can be both national and local. One important type of constraint is that imposed by legislation. For example, under present federal legislation, eligibility for membership in the Teacher Corps is limited to two years.

3. Environment

Each program operates in an environment that has physical, social, cultural, and other dimensions that affect both the design and operation of the system or program. Program ecology (for example, whether the program is operating in one school system or several school systems) may be as important at the overall Teacher Corps program level as behavioral ecology (for example, whether an activity is recitation, seatwork, or playground) is at the intern-pupil level. That is, different environmental factors or settings may affect the performance of programs just as environment can affect the behavior of teachers and pupils.

4. Target Groups

Target groups are the people, organizations, and institutions that a Teacher Corps program is trying to affect or change. Interns constitute a primary target group; children, parents, schools, and institutions of higher education are others.

The activities undertaken by programs are intended to accomplish general and specific objectives with respect to particular target groups. Evaluation of a system thus requires identification and characterization of the target groups. It should be noted that the same individual can be a member of a target group and also an agent acting on another target group; for example, interns are trained by working with children, parents, or communities.

5. Resources

Resources may be funds, personnel, facilities, services, available technology, and so on. The program operates by accumulating, organizing, and applying resources. Cost and cost-benefit analyses need to determine the various kinds of resources, and their monetary value, as they relate to functions and objectives.

6. Design

The design of a program is the specific plan for how resources will be organized to accomplish the stated objectives. It includes the specification of sequences, methods, materials, facilities, procedures, standards, and criteria. Design characteristics include all aspects of the program, from recruitment and selection of interns and team leaders to progress in monitoring and evaluation.

Functions

Functions are sets of operations or processes or activities leading to a result or an output. In Figure 9, functions are grouped into two broad types:

(1) administrative and support functions, and

(2) treatment functions.

Administrative and support functions are activities, processes and operations that serve generally to regulate, control, maintain, and enhance treatment functions. They do not operate on target groups except indirectly. They make it possible for treatment functions to be performed. They include recruitment, screening and selection (these are not treatments; they simply determine the composition of target groups), logistics, testing, health facilities, job development and job placement, payroll and accounting, research, monitoring and evaluation, and so on.

Treatment functions are, generally, activities aimed at changing or affecting target groups. For example, all those activities aimed at developing interns' skill in teaching disadvantaged children constitute a treatment function.

There is no implication in the systems model that all programs do, or indeed should, implement all the functions shown. Nor is there any implication that different local programs should implement similar functions in the same way. The function configuration, and the implementation of functions depend upon the specific input profile. The means, materials or methods by which a function is performed should not be confused with the function as such. There may be any number of specific ways of performing a given function. The four treatment functions shown in Figure 8 are discussed briefly below.

1. Education and Training

The target groups of this function, within a local program, may be interns, children, team leaders, parents, etc. For interns, the objective of the function is to develop professional competence in teaching disadvantaged children. To this end interns undertake a program that includes course work in the university, work with children in the schools, and community projects. Interns may be encouraged or required to live in the communities in which they work. Courses may be in theory, method, and content.

Education and training consists of three subfunctions:

(1) socialization,

(2) development of skill proficiency, and

(3) remediation (which may be a special case of socialization or of skill development, depending upon the particular circumstances).

Criteria and measures of the outputs of these functions depend upon the core concepts of the program (and thus the specific objectives), the target group, and the mission phase. The Teacher Corps programs need to identify those activities (courses, work experiences, arrangements, etc.) that are intended to produce socialization and those that are intended to produce skill acquisition. Analysis of the extent to which (and conditions under which) specific methods, techniques, sequences, and so on, in fact contribute to measurable socialization and skill development is an evaluation task applicable both to intra-project and inter-project levels of evaluation.

2. Innovation Cultivation and Acceptance

This function is concerned with the introduction of new instructional methods, techniques, processes, arrangements, operations, and so on, into schools, universities, education systems, communities, or other groups. Innovation is taken to mean here any putatively (or demonstrably) beneficial change in the way of doing things in a particular setting or environment. An innovation could be the re-introduction of a previously used method in a particular school. In such a case the event may be an innovation only in that the environment has changed.

3. Institutional Improvement and Coordination

This function is in many respects simply a special case of the innovation function. It concerns all those activities intended to bring the various institutions concerned with education and teacher preparation into more effective relationships to meet the educational needs of children. The target groups are colleges and universities, local educational agencies, State Departments of Education, etc., and

the changes that may occur are likely to be in areas of policy, standards, organization, communications, decision processes, requirements, accreditation, scheduling, and institutional goals and objectives.

4. Program Development and Acceptance

This function includes activities undertaken to acquaint people and organizations with the aims, methods, and accomplishments of the Teacher Corps. Target groups include local schools, communities, universities, and professional organizations. Products of the function may be changes in attitude, expectation, and knowledge.

One of the important effects of this function is the development of positive attitudes and role expectancies among groups with whom interns and team leaders will or do work. In this sense, the function may affect interns by operating on their environment.

As shown in Figure 9, the products or on-going activities of one treatment function may feed into or affect another.

Outputs

Outputs are the results, products, or effects brought about by the program, or, within the program, by the various functions. Effects may be functional or structural. Functional effects include changes in behavior, ability, achievement, processes, attitudes, roles, values, objectives, goals, tactics, efficiency, etc. Structural effects include changes in configurations, relationships, boundaries, positions, organization, regulations, arrangements, requirements, control, and constraints.

The principal dilemma for program evaluation posed by the fact of multiple areas and types of effects, results, and impacts, is how and when to count outputs, and how to value or weight them for purposes of comparison and of future allocation and design decisions. Functional changes, such as improvement in the reading achievement of children, improvement in self-concept and self-esteem, increase in attendance, and decrease in delinquency, can be measured, ranked, and weighted; they are dimensionalized. Structural changes, it appears, are non-dimensional.

They can be ordered and ranked only on the basis of theoretical merit, some other a priori value, or the functional effects following from the structural change. It is suggested here that evaluation should first undertake to identify and document structural effects, and then attempt to relate them, in context, to functional effects, observed or predicted. It may not be possible to achieve complete agreement on the value and priority of some immediate structural effects, but the effort to do so should, at the very least, aid in clarifying, focusing, and improving the design and performance of the Teacher Corps programs.

An Evaluation System Model

A generic model of an evaluation system is shown in Figure 10. The model can apply to a local or aggregate (for example, national) program level. While evaluation is depicted as organic to the program, it can be performed by outside or independent agencies.

There is nothing inherent in the model about what specific criteria and measures should be used. These obviously will depend upon the nature of the unit being evaluated (the program as a whole, a program phase, a function, a subfunction, a particular method or procedure within a function, etc.), the objectives associated with the unit, and the feasibility and cost of collecting and analyzing different types of data. Nor is there any assurance that the objectives chosen will be right, appropriate or worthwhile. One result of evaluation may well be to change or modify objectives.

The models described above are intended to provide a common framework for evaluation plans and specifications both at the national and local levels or the Teacher Corps program. The hard work of defining general and specific objectives, selecting criteria and measures, defining the input and control variables to be measured, selecting or designing instruments and data collection procedures, and determining reporting requirements and schedules will not be discussed here in much detail.

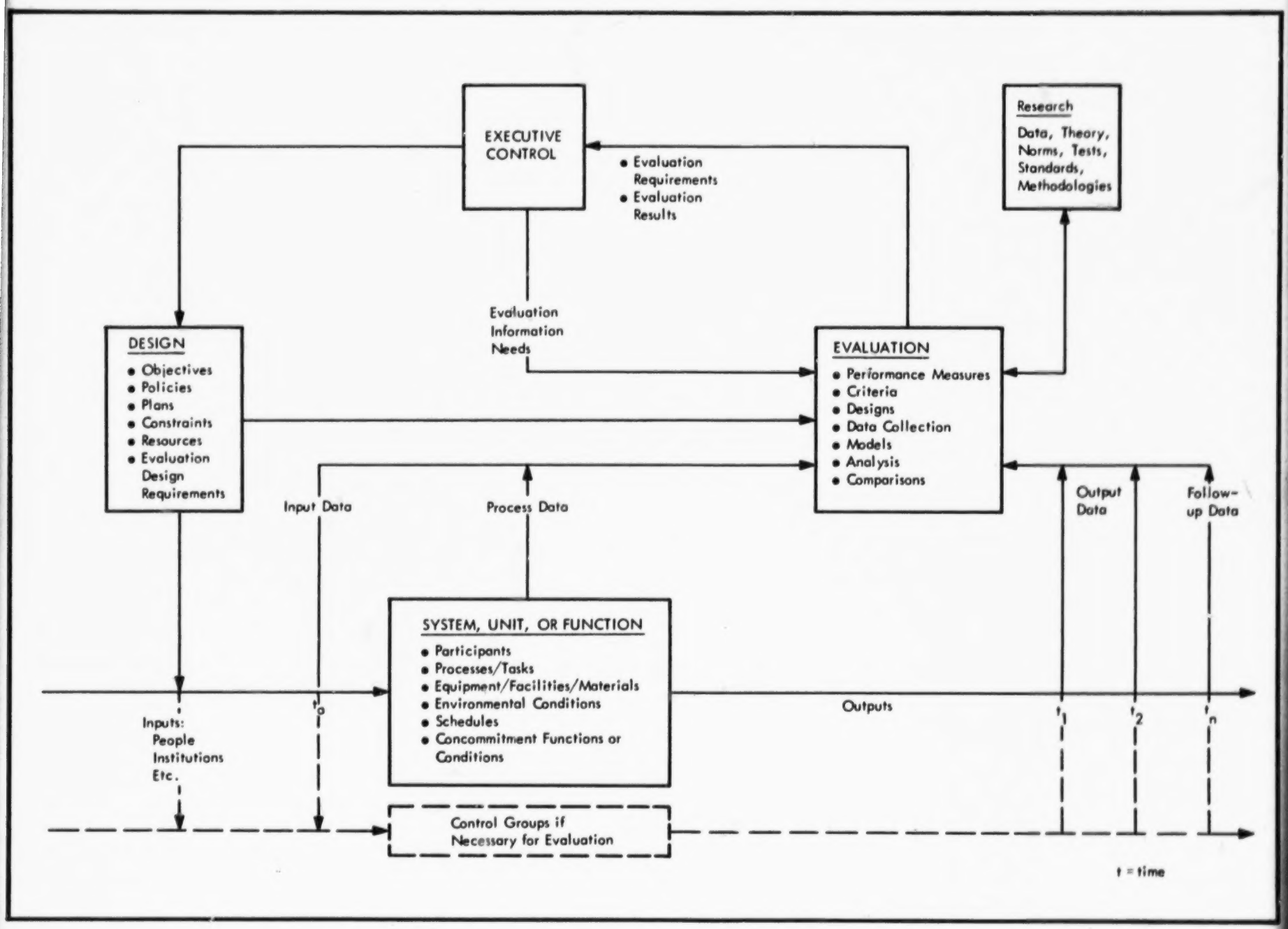

FIGURE 10. TEACHER CORPS EVALUATION SYSTEMS MODEL

Study has been made of these elements, particularly with reference to cost and effectiveness, or benefit evaluation. Some measures, criteria, and data requirements have been identified and defined.

The models described above are designed to facilitate at least the following types of evaluation:

1. Intra-project evaluation (related to each target group as appropriate):

    a. accomplishment of program (local project) objectives,

    b. accomplishment of function and subfunction objectives,

    c. accomplishment of phase goals,

    d. the relationship of the performance of one function to the performance of another,

    e. the relationship of inputs to function and program performance (including differential effects),

    f. the identification of costs allocated to functions and of cost-effectiveness relationships.

2. Inter-project evaluation (related to each general target group as appropriate):

    a. aggregate accomplishment of overall program objectives,

    b. inter-variable relationships that may be difficult or impossible to examine in a single local program,

    c. differential effectiveness of similar methods with different target groups (other things equal or at least taken into consideration), and of different methods with similar target groups,

    d. relationship of policies and program design guidelines to effectiveness,

    e. relationship of costs to major program design and policy variables.

Intra-project evaluation requires a project to have at least: operational definitions and criteria of project, phase and function objectives; measures of output or performance for these elements or levels; measures of input variables

and (where appropriate) process or throughput variables; and measures of costs associated with accomplishment of project, phase and function objectives. Objectives relevant to projects are listed in Section I. Objectives pertinent to functions are stated as subordinate objectives (with the exception of Recruitment and Retention) in that section. Phase objectives designate cumulative accomplishments by the end of some specific period of time. The following are examples:

Phase		Objectives
I	Planning and Design	To prepare an acceptable proposal
II	Development	To have program materials, personnel, curricula, procedures, and arrangements ready for Pre-Service program
III	Pre-Service	To prepare and select interns for In-Service assignments and training
		To prepare and select team leaders for team assignments
		To prepare schools for team assignments
IV	In-Service	To complete the training and preparation of interns
		To provide services to schools, children, and communities
		To maintain and expand educational and institutional changes and improvements
V	Follow-Up	To determine occupational outcomes of interns and team leaders
		To obtain information relevant to improvement of project design

A measure of effectiveness of, for example, one of the Pre-Service objectives is the percentage of interns meeting criteria for In-Service assignment and starting In-Service.

A measure of effectiveness of one of the In-Service objectives is the percentage of interns meeting criteria for successful completion of the local program. Another measure could be the number of institutional changes of a given type that

have been established. Here the distinction between structural and functional effects becomes important.

Measures of functions, which by the end of the cycle are largely measures of the effectiveness of the overall local program to that point in time, similarly require the determination of appropriate criteria. For example, it was proposed that the education and training of interns usually involves socialization and the development of skill proficiency. Definitions and general criteria of these may be stated as follows. Socialization is taken to mean the development (by the intern in this context) of an operational facility with the values, aims, norms, standards, knowledge, language or terminology, concepts and history related to a discipline, field, profession, groups, organization, community or culture. Criteria of proficiency in this facility may include:

(1) ability to make correct or appropriate diagnosis of any social or transactional situation related to the membership or referrent group, or discipline, organization, culture, etc.;

(2) ability to demonstrate knowledge of substantive dimensions and content by making appropriate responses in the context of the membership or referrent group, discipline, organization or culture, etc.

Professional skill acquisition is taken to mean the development of operational facility in the appropriate selection and performance of specified tasks or operations in an operational (or simulated operational) setting. Criteria of proficiency in this facility may include:

(1) ability to select and perform tasks within acceptable or effective limits of smoothness, accuracy, and time;

(2) ability to adapt task performance to variations in task situation.

Specific measures of these may depend in part on the local program's concept of a qualified professional teacher.

Measures of some input variables are made routinely now in proposals and supplementary data collection; others need to be developed. There needs to be standardization of categories, variables, and measures of inputs for all local

programs. Similarly, standardization of categories, variables, and measures for functions and activities within functions (but not standardization of activities or procedures themselves, necessarily) is needed.

Inter-project and inter-program evaluation requires much of the same information cumulated from local programs, and the same standardization of categories, variables, and measures is required. For analyses of inter-variable relationships and differential effectiveness, data are needed on a per-enrollee basis. Inter-program evaluation requires at least the matching of program objectives and target groups between different programs.

The evaluation approach described briefly here is in no way intended to imply a restriction on any other evaluation and/or research studies that programs, national or local, feel are important.

Follow-Up Study

A follow-up study of Teacher Corps graduates of the first cycle is planned. The objectives of the follow-up are:

(1) to determine the extent to which Teacher Corps interns remain in education, especially education for disadvantaged children,

(2) to evaluate the effectiveness of Teacher Corps interns as first-year teachers, and

(3) to obtain information about the effectiveness of Teacher Corps training.

A survey already in progress is being made of first cycle graduates to determine their location and type of employment. From the results of this information, a sample of those interns who enter teaching will be designed, based most probably on the following variables:

(1) level or grade being taught

(2) whether teacher worked in school or school district as an intern

(3) whether there is more than one Teacher Corps graduate in the school

(4) location of school (urban, rural)

The survey will also, per se, provide the data necessary to calculate retention rates in education and in education for the disadvantaged.

When a sample based on the survey has been defined, field observations will be made toward the end of the academic year to provide measures of the following variables:

(1) the relative performance of Teacher Corps graduates in specific areas of educational operations (compared with the performance of other teachers of the same grade or level in the same schools

(2) the Teacher Corps graduates' evaluation of Teacher Corps training components with respect to specific educational tasks (compared with evaluations of other teachers in the same school and grade level of the main components of their training)

Data sources will include: (1) teachers, (2) principals, (3) pupils, and (4) parents.

Measures will include the rank or position of Teacher Corps graduates on performance variables relative to other teachers in the same schools. Self-anchoring scaling techniques will be used as a means of controlling for variations in subjective standards where judgmental responses are used as measures. Effort will be made to examine and use pupil achievement and behavioral data; however, these product criteria will not be the sole or primary criteria for this first follow-up study.

Further Plans

The Teacher Corps Research and Evaluation Office plans to do further analyses of the data provided by the evaluation questionnaires, and to provide results to local program personnel. An examination of selected items to determine whether there is a relationship between responses to selected items and types of respondents and programs should provide information useful in formulating program design guidelines.

A conference of a number of experts is planned to try to establish feasible means of measuring the value of institutional changes in education systems.

Coordination with program directors and other administrative personnel on the overall evaluation approach proposed here is the next step in the implementation phase of the evaluation program.